DOCUMENT RESUME

ED 026 338 SP 002 190

By-Dady, Milan B.

Auxiliary School Personnel Programs for Rural America.

Bank Street Coll. of Education, New York, N.Y.; Morehead State Univ., Ky.

Spons Agency-Office of Economic Opportunity, Washington, D.C.

Pub Date 68

Note-90p.

EDRS Price MF-$0.50 HC-$4.60

Descriptors-Associate Degrees, College School Cooperation, *Cooperative Programs, Inservice Education, *Job Training, *Manuals, *Paraprofessional School Personnel, Personnel Selection, Program Planning, Recruitment, *Rural Schools, Staff Role, Staff Utilization, Teacher Aides, Teacher Role

Identifiers-Kentucky

This manual, constituting "a design to institutionalize auxiliary personnel in education in rural schools in America," deals with the recruitment, selection, training, utilization, and career development of paraprofessionals. (It is an outgrowth of a 1967 six-week training program for teacher-aide trainees at Morehead State University, Kentucky, designed to explore possible new careers in education for disadvantaged persons in eastern Kentucky.) Introductory sections trace the historical background of the use of noncertified personnel in rural classrooms and present reationale including lists of the benefits derived from the use of low-income auxiliaries from various subcultures and with various qualifications. A section on planning discusses administrative considerations for the school board, superintendent, principal, advisory committee, and employment supervisor; funding of programs; recruitment and selection of auxiliaries including suggestions for screening and testing; and role development for teachers and auxiliaries. Possible stages in career development are presented with lists of illustrative tasks. Sections on training (illustrated with descriptions of programs in several states) include pre- and inservice training conducted in local schools; on-campus training; and a model program for an associate degree for Teacher Associates. Included are a 75-item bibliography and a report of the Kentucky program. (JS)

ED026338

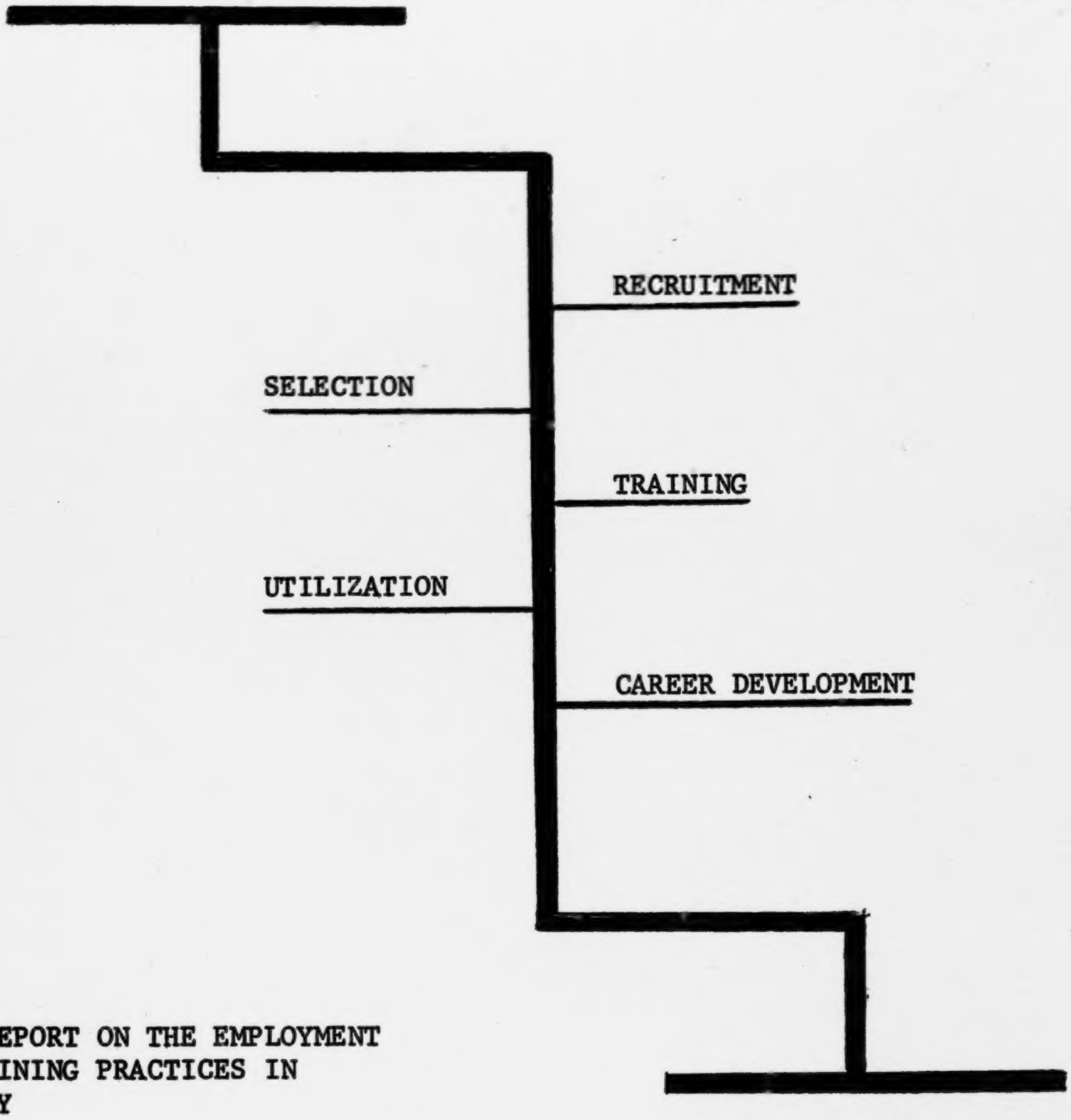
U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

AUXILIARY PERSONNEL PROGRAMS IN RURAL AMERICA

Milan B. Dady

A DESIGN TO INSTITUTIONALIZE
AUXILIARY PERSONNEL IN EDUCATION
IN RURAL SCHOOLS OF AMERICA



AND A REPORT ON THE EMPLOYMENT
AND TRAINING PRACTICES IN
KENTUCKY

Morehead State University
Morehead, Kentucky
for the
Office of Economic Opportunity
1968

SP002190

AUXILIARY SCHOOL PERSONNEL PROGRAMS FOR RURAL AMERICA

By

Milan B. Dady,
Professor of Education

This Manual Prepared Pursuant To A Contract
With The United States Office of Economic Opportunity

Morehead State University
Morehead, Kentucky 40351
1968

PREFACE

In the summer of 1967, a six-weeks training program for teacher-aide trainees was conducted on the campus at Morehead State University.[1] The experimental program was designed to explore possible new careers in education for disadvantaged persons in Eastern Kentucky. The program and its implications have had a significant impact on the training and employment practices for teacher-aides in the Morehead State University Region. Therefore, it is felt that the knowledge gained can contribute to the improvement of auxiliary personnel programs in other rural schools of this country.

Milan B. Dady,
Project Director

---

[1] The training program was funded in part by a research and demonstration grant from the Office of Economic Opportunity which was coordinated by the Bank Street College of Education in New York City.

TABLE OF CONTENTS

Page

INTRODUCTION. 1
RATIONALE 2
    Basic Philosophy 2
    Possible Benefits From Utilization Of Auxiliaries. 5
        To Pupils 5
        To Teachers 6
        To School Administrators. 6
        To The Community At Large 6
        To Auxiliaries. 6
    Special Benefits Which May Be Derived From The Use Of Low-Income Auxiliaries From Various Sub-Cultures. 7
    The Auxiliary Program Should Be Opened To Those Who Qualify. 10
    Possible Problems and Coping Strategies When Employing Auxiliaries . . 12
PLANNING. 15
    Administrative Considerations. 15
        The School Board. 16
        The Superintendent. 16
        The Principal 17
        The Advisory Committee. 17
        The Employment Supervisor 18
    Funding The Program. 19
    Recruitment And Selection Of Auxiliaries 20
        Intelligence Testing. 22
        Achievement Batteries 22
        Reading Tests 23
        Personality Tests 23
    Role Development 25
        Teachers. 25
        Auxiliary School Personnel. 32
        Possible Stages In Career Development Of Auxiliaries. 40
        Pupils. 41
    Differentiation Of Tasks By Grade Level. 42
    Illustrative Tasks For Auxiliaries 43
TRAINING. 45
    Introduction 45
    On-Campus Training In An Institution Of Higher Learning. 46
        Six Weeks Training Program At Morehead State University 50
        A Proposal For A Teacher-Aide Program In A Junior College 51
    A Model Program For The Associate Degree For Teacher Associate 53
        Recommendation For Additional Credit In Practicum 53
        Approved Courses For Two-Year Program For Teacher-Aides 54
        Breakdown Of Credit Hours By Schools In University. 55
        Recommendation For Audit Provision. 55
        Recommendation For Graduate Course On The Supervision Of School Auxiliaries. 56
        Recommendation On Common Terminology. 56
        Recommended List Of Objectives. 56
        Miscellaneous Recommendations 58

Page

Pre-Service And In-Service Training Conducted In The Local Schools. . 59
  Suitability Of Training Materials. 59
  Training Teacher-Aides At Hanford. 60
  Training Teacher-Aides At Altoona. 60
  Training Auxiliary School Personnel For The Elliott County Schools In Kentucky. 61
  A Cooperative Training Program Between Two County School Districts And Morehead State University. 62
  Illustrative Outline For Planning A Training Program 64
  Selection Of Topics For A Training Program 65
SUMMARY. 66
APPENDICES 68
  A Report On The Teacher-Aide Program In Eastern Kentucky. 68
  An Example Of An Application Form 75
  An Example Of An Evaluation Form With Which To Evaluate Auxiliary School Personnel. 77
  Schedule Of Two-Week Training Program For Teacher-Aides In Elliott County Of Kentucky. 78
BIBLIOGRAPHY 80

ACKNOWLEDGEMENTS

The writer gratefully acknowledges the contributions of the following people in the final completion of this manual:

TO: Dr. Gordon J. Klopf and Dr. Garda W. Bowman of Bank Street College of Education in New York City for their leadership roles in developing guidelines for the utilization of Auxiliary personnel in education.

TO: The Office of Economic Opportunity for its financial support of the Teacher-Aide Program at M.S.U.

TO: The personnel of the Kentucky School Systems of Breathitt County, Fleming County, Paintsville Independent, and Pike County for their participation in the Teacher-Aide Project conducted by Morehead State University.

TO: The personnel of the Breathitt and Pike County Schools in Kentucky for providing the pictures of teacher-aides at work.

TO: Clay and Pulaski County School Personnel in Kentucky for the involvement of Morehead State University into their innovative training programs for teacher-aides.

TO: Personnel in Elliott County Schools of Kentucky for the involvement of Morehead State University into their model teacher-aide program.

TO: John Stanley of Morehead State University for his outstanding services as Associate Director of the Morehead State University Project.

TO: Mrs. James Johnson, formerly of Morehead State University, who served as editor of the manual.

AUXILIARY SCHOOL PERSONNEL
PROGRAMS FOR RURAL AMERICA

INTRODUCTION

Professional leaders in the rural schools of America have often been accused (and may have been guilty) of contributing to the lag between conceptualization and implementation of proven educational practices. This perennial resistance to change was evident in the early 1950's when the Bay City, Michigan, experiment on the use of auxiliary personnel was publicized nationally. In the rural areas, professional people including college professors reacted negatively to any plan whereby non-certified personnel would be placed in the classroom. This attitude persisted into the 1960's. Therefore, it may seem somewhat surprising that the recent movements to employ auxiliary personnel for the elementary and secondary schools have been well received in the rural areas of America.

Perhaps, simple economics became the initiatory force that brought about the changes in attitude toward the utilization of auxiliary personnel in rural schools. Since federal funds became available to employ auxiliaries, it may have been concluded that some educational value would be gained automatically from their services; and the auxiliary programs would be expanding employment opportunities in the communities. Reviewing the present status of auxiliary personnel in the rural schools, one would assume that the economic approach had merit. Uniform resistance to non-certified personnel in the schools has diminished and they have become integral members of the educational team. Throughout the rural areas, administrators are now developing in-service programs for auxiliaries so they will be more effective contributors to the educative processes. Also, the administrators are setting up criteria to evaluate the services of the auxiliaries in relationships to the expected outcomes of their schools.

This manual is specially designed for educators of the rural schools in America. The teacher's job in rural areas as well as in big cities should be analyzed to determine which responsibilities can be safely and economically delegated to auxiliary school personnel. Although few schools in rural areas employed auxiliaries prior to 1964, numerous schools now have used them in almost every conceivable task in the classroom and around the school. Recommended procedures are presented for recruitment, selection, training and utilization of auxiliary school personnel. The emerging role of the teacher now demonstrates that he can become a truly professional person who may assume a managerial role over a team of auxiliaries assigned to him. It is hoped that this manual will help build strong relationships between staff morale and positive outcomes which will greatly improve the educational experiences of children in rural America.

RATIONALE

Basic Philosophy

As an educational innovation, the utilization of auxiliary personnel in the schools must demonstrate concretely that major emphasis is being placed on the learning and developmental needs of pupils and not on the materialistic gains of persons seeking employment or of teachers who hope to be relieved of many routine tasks and thereby devote fewer hours to teaching assignments. While the utilization of auxiliaries will provide beneficial jobs for the people in the community, the essential criterion is whether their employment will enhance the educational opportunities of children. Also, the use of auxiliaries will initiate a shuffling in teachers' loads, but teachers will not spend less time in teaching. They will spend more time in planning and implementing instructional techniques, in guiding and counseling of pupils and in carrying out other instructional activities that will upgrade the professional status of teachers.

This nation has long cherished the equal rights of children to pursue their educational aspirations in the schools. It is hoped that the employment of auxiliary personnel will promote better opportunities for teachers to implement differentiated techniques in learning in order to care for the unequal backgrounds and potentialities of the pupils. When reporting on the demonstration programs on the use of auxiliary personnel that were coordinated by the Bank Street College of Education, Bowman and Klopf stated:

> The sponsors of the demonstration programs believed that even if there were no shortage of teachers, the introduction of more adults into the classroom would enhance the quality of education--adults selected on the basis of their concern for children and their potential as collaborators in the learning-teaching process rather than primarily on the basis of previous training. They saw, too great possibilities in the professional-nonprofessional team in enabling the teachers to differentiate education so as to meet the individual needs of pupils, as diagnosed by the teacher. They saw, too, in this multi-level team approach escape from rigid structuring in the classroom--for example, more freedom of movement, more small groupings, more independent activities than would be feasible for one person often operating under difficult teaching conditions. In fact, the teacher might, with this assistance, be able to experiment with innovative techniques which he had long been wanting to inaugurate.[1]

While the school is the major, formal learning laboratory in the community, other agencies contribute heavily to the child's education. For example, as teachers of the child in the home, parents are instrumental in establishing learning patterns for him that will ultimately affect the quantity and quality of the learning that he will achieve in or out of school. The utilization of auxiliaries affords an opportunity for parents and other interested persons to become full partners in the education of children; and in many communities, it may bridge an existing gap between the home and the school. The auxiliary program provides a communication avenue for school patrons and teachers to develop greater understandings of each other's values, goals and expectations, thereby enhancing the educational experiences of children. The employment of auxiliaries may improve the outlook on life for themselves and their children.

---

[1] Garda Bowman and Gordon Klopf, New Careers and Roles in the American School, New York: Bank Street College of Education, May, 1957, p. 5.

Liddle and Rockwell have maintained that:

> Before we can modify the family's educational atmosphere, we must learn to communicate with these parents in a meaningful way. In order to communicate, we must first understand, we must first attempt to see the world including ourselves, from the parents' point of view.[2]...No school program will achieve marked success unless the interest, enthusiasm, and encouragement of parents are present...Parents must be taught how to implement their aspirations for their child. In order to do this school personnel must reach out to the parents, establish meaningful communication with them, and then give parents something concrete to do...Many parents who now avoid school because their children are neither happy nor successful there, can be enlisted if we reduce our criticism, look for places where they can help, and build on the rather limited efforts they are now willing to make in their children's behalf.[3]

Reports from various teacher-aide programs in the United States have substantiated Liddle and Rockwell's premise. Even parents who had become alienated from the schools due to excessively low incomes are now actively engaged in the educative processes in an auxiliary capacity, and desirable changes in attitudes and aspirations are becoming evident not only in themselves, but their children.

---

[2] Gordon Liddle and Robert Rockwell, "The Role of Parents and Family Life," Educating the Disadvantaged Learner, Edited by Staten W. Webster, San Francisco: The Chandler Company, 1966, p. 400.

[3] *Ibid.*, pp. 405-406.

In summary, the utilization of auxiliaries in the elementary and secondary schools should focus attention on the learning and developmental needs of children. It is felt that auxiliaries will enable the professional staff of the schools to plan and provide a differentiated educational program that will care for the different potentialities of the learners. The auxiliary program provides an opportunity for parents and other school patrons to become actively engaged in the teaching-learning experiences in which the children become involved. Finally, the auxiliary program opens a channel of communication between the school and the home which is a prerequisite to school success for the child.

Possible Benefits From Utilization of Auxiliaries

Auxiliaries add a new dimension to the efforts of the people to meet the wide differences of the children enrolled in their schools. In pointing up possible values emanating from the utilization of auxiliaries, Bowman and Klopf stated, "Since economic, social and educational problems often have some common causal factors, a single solution may have multiple values. It may result in positive pupil outcomes and in socially useful outcomes as well."[4] Multiple values are projected as outcomes from auxiliary programs in rural schools.

To Pupils:

The nonprofessional-professional team should provide more freedom of movement in the classroom, thereby permitting children to work independently or in small groups. There should be opportunities for teacher experimentation using innovative instructional techniques. Also, there is a growing belief that the more contacts children have with adults the more interested they become in their school work as evidenced by lower absenteeism and by improvement in achievement.

---

[4] Garda Bowman and Gordon Klopf, Auxiliary School Personnel: Their Roles, Training, and Institutionalization, New York: Bank Street College of Education, October, 1966, p. 5.

To Teachers:

Through the use of auxiliary personnel, teachers should benefit from improved working conditions that will permit them to devote most of their work-hours to the specialized aspects of teaching, such as experimentation with innovative techniques, guidance and counseling of children, and providing for individual differences. In the emerging role as truly professional teachers, their status should become more satisfying.

To School Administrators:

The employment of auxiliaries in the school should make it possible for administrators to meet the ever-increasing need for services despite the shortage of teachers and other professional persons. The prudent utilization of auxiliaries may facilitate the orderly administration of the schools since many administrative matters are delegated to teachers, such as money collections and various reports. The use of auxiliaries assures the prompt and efficient disposition of delegated responsibilities.

To the Community at Large:

Every community is hard pressed to keep all of its citizens gainfully employed. The utilization of auxiliary personnel in the rural schools of America opens new job opportunities especially for unemployed or educationally disadvantaged persons.

To Auxiliaries:

Through the auxiliary program, a person accepted for employment has opportunities to develop competencies for a responsible position which will not be automated out of existence. Through continued employment and upgrading, the auxiliary may set higher vocational sights for himself and continue his training in higher education.

Special Benefits Which May Be Derived From the Use of Low-Income Auxiliaries From Various Sub-Cultures

In rural America, poverty is evident even in the rich and fertile farming regions of the Central States. In the cities, several low-income neighborhoods may exist and the people in a particular section may belong predominantly to one nationality, one race, or one social class. Conversely in rural areas, low-income families may be spread throughout the community and they are usually referred to collectively as the lower socio-economic class. In some rural areas, however, one type of people may comprise the nucleus of the poverty group, such as the migrant workers in California, the sharecroppers in the South, the mountain people in Kentucky and the farm workers of Mexican descent in Colorado.

Low-income families in rural areas are continually surrounded with the social and economic influences of the middle-class merchants, employers, and co-workers. The economic advantages of the middle-class people are present wherever they go in the community. Schools are controlled, administered, and taught by middle-class persons. The curriculum and standards of the school are normally founded on middle-class goals.

In describing the socially disadvantaged in terms of observable social groups, Robert Havighurst reported the following characteristics:

1. They are at the bottom of the American Society in terms of income.
2. They have rural background.
3. They suffer from social and economic discrimination at the hands of the majority of the society.
4. They are widely distributed in the United States. While they are most visible in the big cities, they are present in all except the very high income communities. There are many of them in rural areas.

> In racial and ethnic terms, these groups are about evenly divided between whites and nonwhites. They consist mainly of the following:
>
> 1. Negroes from the rural South who have migrated recently to Northern industrial cities.
> 2. Whites from the rural South and Southern mountains who have migrated recently to the Northern industrial cities.
> 3. Puerto Ricans who have migrated to a few Northern industrial cities.
> 4. Mexicans with a rural background who have migrated into the West and Middle West.
> 5. European immigrants with a rural background, from East and Southern Europe.
>
> Altogether, these groups make up about 15 per cent of the United States population.[5]

Compound these groups with the rural population in Appalachia who have not kept pace with technological advancement, the American Indians who have been retained in the sparsely settled parts of the United States, and the rural population who never have been elevated from the common labor class, the plight of the low-income persons is self-evident.

When writing about misconceptions and prejudices against the poor, Michael Harrington has stated:

> Here is the most familiar version of social blindness: 'The poor are that way because they are afraid of work. And anyway they ll have big cars. If they were like me (or my father or my grandfather), they could pay their own way. But they prefer to live on the dole and cheat the taxpayers.'...But the real explanation of why the poor are where they are is that they made the mistake of being born to the wrong parents, in the wrong section of the country, in the wrong industry, or in the wrong racial or ethnic group...In a sense, one might define the contemporary poor in the United States as those who, for reasons beyond their control, cannot help themselves. All of the most decisive factors making for opportunity and advancement are against them. They are born downward and most of them stay down.[6]

Children from low-income families have difficulty in adjusting to a school environment that includes pupils from middle-class backgrounds and to rules and regulations consistent with middle-class values. The inability of the pupils to adjust in school is reflected in the high failure rate among disadvantaged children. Unlike children in large cities where illegal means are easily accessible for disadvantaged children to obtain money or other materialistic items, children from low-income families in rural areas have no escape from the financial pressures placed upon them; they simply have to accept their class status.

---

[5] Robert J. Havighurst, "Who Are the Socially Disadvantaged," Knowing the Disadvantaged, Edited by Staten Webster, San Francisco: The Chandler Publishing Company, 1966, pp. 26-27.

[6] Michael Harrington, "The Invisible Land," Knowing the Disadvantaged, Edited by Staten Webster, San Francisco: The Chandler Publishing Company, 1966, pp. 16-17.

In recent years, parents of disadvantaged children have begun to take education seriously and want their children to have things better than they have had them, but they do not know what good education is or how their children must go about getting it. Furthermore, many low-income persons have become isolated from the schools through self-imposed limitations. So, the condition remains that while their children attend school, the parents fail in the fundamental task of parental motivation toward school success.

The employment of auxiliaries from the low-income groups in rural areas may provide this segment of the population with representation in the teaching-learning processes; so better understandings will result. According to Bowman and Klopf:

> The auxiliary who has actually lived in disadvantaged environments often speaks to the disadvantaged child or youth in a way that is neither strange or threatening...Moreover, the low-income auxiliary having faced up to and overcome some of the difficulties and frustrations the children now face, may serve to motivate the child to further effort...Meantime, the low-income auxiliary sometimes provides incentive to poor pupils which would otherwise be lacking...Further, the auxiliary from the child's own neighborhood may be able to interpret to the middle-class professional some aspects of the behavior of a child who is nonresponding in a school situation. The auxiliary may, in turn, interpret the goals of the schools to both parent and child. To reach the child for a few hours a day without reaching those who influence his mode of living may be of little avail. The parent who doesn't understand a school official sometimes finds a neighbor serving as a school auxiliary helpful.[7]

---

[7] Garda Bowman and Gordon Klopf, Op. Cit., pp. 4-5.

School administrators in rural America should conduct thorough investigations into the backgrounds of the poverty groups in his community and then establish criteria for employment which make it possible for them to be considered. While not all poor people are qualified to assume tasks normally assigned to auxiliaries, demonstrated evidence supports the employment of low socio-economic persons who meet the established standards as outlined in job definitions. When selected carefully, low-income auxiliaries can provide a communication channel between the school and the poor people. As a part of the school team, they may contribute to the fulfillment of the disadvantaged child's basic needs. Of course, their employment is not a panacea for all problems confronting the disadvantaged children in the schools.

The Auxiliary Program Should Be Opened to Those Who Qualify

While the benefits of employing low-income persons as auxiliaries in the elementary and secondary schools have been substantiated, the selection of the auxiliaries should not be restricted to the poor. The administrators of rural schools should solicit all persons who are interested in the position openings and employ the best candidates. The positions should be open to men as well as women, to the young adults as well as older people, to the middle-class as well as the lower-class, to persons with a minimum of education as well as persons with college preparation and to single as well as married persons.

In writing to support the work of her teacher-aide, who was a mother of a child in her room, Jan Grayson outlined some advantages of using mothers as teacher-aides when she stated:

> Mrs. Kent did become a strong link between the school and the community. There was a message that the school did want Mrs. Kent to take to the community: The message that the school has specfic aims and standards and this is trying to motivate the children to learn...Parents, regardless of educational background, can play an important role in the school. If we had strong home-school relationships, most discipline problems would disappear, for parents set the standards of conduct that children carry over into the schools.[8]

In reporting on the use of parents in the schools of Berkeley, California, Director. Jerome Gilbert wrote:

> One intent of this program was to sensitize teachers to the life style, the language, and the concerns of the parents and children associated with the school. Additionally, it was meant to modify the parents' perceptions of child rearing, of learning, and of school...The purposes of the program were: to reduce the alienation of parents and teachers to the school; to open channels of communication between parents' and teachers' views of how to reward and punish, how to teach, how children develop intellectually and socially; and to raise parents' educational aspirations for their children and possibly for themselves. This program is also based on the premise that the child has two sets of teachers, those in school and those at home, and that the more alike their styles are the more effective and efficient the school will be. It is believed that these differences in style are traumatic to the child and have a negative effect upon the child's emotional, social, and academic adjustments to school. It is hoped that this program will improve his ability to work and play with other children in the school setting. The school is seen as an instrument for social change, and the classroom is the place where parents, as aides, and teachers can actively alter each other's perceptions, attitudes and behavior.[9]

Special mention should be given in support of employing young adults, such as male drop-outs as auxiliaries in the schools. Rural areas as well as large cities have their drop-out problems. Usually handicapped by parents who have little formal schooling, the drop-out will probably be relegated to the most menial jobs available. It seems more apparent than ever that the era of automation will have greater and greater adverse consequences on the educationally deprived young people. However, through an "earning while learning" approach to an auxiliary program, young adults who qualify may train for a position with a future and with status. The young male has an opportunity to assume his rightful place as the chief supporter of his own home and perhaps for the first time in his life, enjoy economic security. As a role model for children, the young male has an advantage in terms of easy identification, trust and communication.

---

[8] Jan Grayson, "Teacher-Aide Mother," Elementary School Journal, Vol. 62, (December, 1961), pp. 135 and 138.

[9] Jerome Gilbert, "Profile of a Program for Teacher Education and Parent-Teacher Aides in a Culturally Different Community," New Careers and Roles in the American School, New York: Bank Street College Education, May, 1967.

Possible Problems and Coping Strategies When Employing Auxiliaries

When an auxiliary program is first instituted, there are usually unforeseen problems to be worked out before the utilization of auxiliaries becomes a smooth operation. There is an adage that even "the best laid plans can go awry," but cautionary measures may be implemented which will minimize the seriousness of the emerging problems. By joining forces as a cooperative team, auxiliaries and teachers can overcome the problems as they arise and assure the success of the undertaking.

It is realized that when mothers are employed as auxiliaries in rural schools, the number of women utilized would probably have little impact on the composite home-school relationships. Therefore, the outcomes of the program will depend primarily on the success of the auxiliaries to disseminate information about the school throughout the community. To achieve the intended outcomes, administrators should instruct auxiliaries on techniques of good public relations and then keep them abreast of pertinent information about the schools.

The employment of auxiliaries without comprehensive orientation to duties and responsibilities of the assigned positions is an invitation to serious personal problems involving the working relationships between the auxiliaries and the teachers. In the absence of proper orientation, the auxiliary may attempt to take over the classroom, to assume duties normally assigned to the pupils or to rebel against simple tasks. In a study conducted by the Research Division of the National Education Association, it was reported:

> In another instance, good orientation for the teacher aide might have spared a teacher the unpleasant experience of having an uncooperative aide. A young volunteer who was assigned to a first grade teacher spent most of her time helping individual children with their art work, although this was not one of her assigned duties. With her assigned tasks, the story was different. Every time the teacher would interrupt a consultation over a child's painting to ask the aide to clean brushes or mix paints the girl would do the job resentfully, muttering, 'Oh Miser, misery!' When the teacher finally remonstrated with her, the girl replied, 'I came here to help children not to do things you don't like to do.'[10]

Sister Phyllis Boudreau maintained:

> It is best to lead the aide into her role slowly, allowing her to get the feel of the classroom before she assumes personal responsibility. This helps prevent mistakes that may prove harmful to student, teacher or aide herself. [11]

Sister Boudreau also indicated, "Formal training courses are probably the best means of training teacher-aides."[12] While pre-service training is recommended for auxiliaries, it is not a substitute for orientation for specific job assignments. For example, an elementary principal in Eastern Kentucky reported her teacher-aides had difficulty in adjusting to school situations even though they had taken part in a six-weeks training session. According to the principal, the teacher-aides openly refused to complete simple housekeeping chores normally assigned to the teachers. This situation could have been alleviated if the need for orientation of trained personnel for specific assignment could have been anticipated.

---

[10] "How the Profession Feels About Teacher Aides," National Education Journal, Vol. 56, November, 1967, p. 19.

[11] Sister Phyllis Boudreau, "Teacher-Aides," National Catholic Education Association Journal, Vol. 64, August, 1967, p. 151.

[12] Ibid.

Another common concern confronting administrators of auxiliary personnel programs is the professional resistance that often springs up when teachers are first assigned auxiliaries. The resistance to auxiliaries may be caused by insecurity of one's own competence, lack of understanding of how to use the auxiliaries, fear of the unknown and for other reasons. Roy Edefelt stated:

> Despite intellectual agreement about needed help and the present opportunity to change existing conditions there is fear and uncertainty. What new roles should the teacher take? To what extent can these roles be differentiated? How can teachers be assigned to the roles for which they are best suited? How will it be to work with another professional or subprofessional in the classroom? Will the teacher aides be able to take over the non-teaching jobs? To what extent will auxiliary personnel infringe upon the professional domain of teachers? Should auxiliary personnel assume some professional duties under the supervision of the teacher? What help can consultants and administrators provide? Will help and consultation by superordinates be possible without domination?13

According to Edefelt, "These are some of the questions which must be faced when we look at the concept of the teacher and his staff...Answers will depend on the purposes of education as determined broadly by local boards of education and more specifically by school faculties."14

Sister Boudreau reported:

> If teacher-aides are to be used successfully in our schools to help attain goals, then not only the administrators but also the teachers must be convinced of their value. Administrators can accomplish this in one of several ways: Through informal discussion with the faculty on the practical problems facing teachers and means of solving them. By means of a panel, prepared and presented by members of the faculty who have shown special interest in a teacher-aide program. By arranging to have a speaker at a faculty meeting, someone who has had experience in working with teacher-aides.

---

13 Roy Edefelt, "The Teacher and His Staff," New York State Education Journal, Vol. 55, October, 1967, pp. 17-18.

14 Ibid.

> Although we want to convince teachers that aides can be of inestimable value to them and the students, we do not want to force any teacher who shows no interest in the program to accept assistance of an aide. This is a sure way of killing the entire program, for the evil effects spread to teachers, parents, and students.[15]

The most effective procedure for overcoming professional resistance to the auxiliary program is to get the teachers involved in the pre-service and in-service training of the auxiliaries. Through their involvement, teachers come to understand the need for auxiliaries, they gain understandings of what is expected of auxiliaries, and they discover how to build cooperative relationships with auxiliaries. With this knowledge, the teachers are ready to assume leadership roles in the integration of auxiliary services into the instructional program of the schools.

PLANNING

Administrative Considerations

The success of the auxiliary personnel program will correlate closely with the quality of ~~the~~ guidelines that are established to govern its operation. In the absence of administrative guidelines, a school district may well have as many auxiliary programs as it has schools in which auxiliaries are employed. Too rigid or too detailed guidelines may make it virtually impossible for teachers to work freely with the auxiliaries. Carefully prepared guidelines provide for the flexible utilization of auxiliaries by teachers and discourage some principals from setting up a list of prescribed duties to cover everything that is to be assigned to the auxiliaries. When guidelines point up general operational procedures, such as responsibilities and job definitions, the professional and nonprofessionals will be freed from the fear of the unknown, and they will also have freedom to decide how the auxiliaries can be used most effectively in the classrooms.

---

[15] Boudreau, *Op. Cit.*, p. 149.

The School Board:

In rural areas, the school board is the focal point of community leadership involving school matters. The success of any new endeavor in rural schools demands the unanimous support of the school board members since these persons set the climate of acceptance throughout the school community. Through the establishment of written school board policies to govern the recruitment, employment, and utilization of auxiliary personnel, the general public acceptance of the auxiliary program will be enhanced. Unanimity among the board members on the values of the auxiliary program will assure public support.

The Superintendent:

As the chief administrative officer of the school district, the superintendent is legally responsible for the selection and employment of all clerks, secretaries, and other noncertified personnel for the schools, and for outlining their duties and responsibilities. Because of the unique working relationships involved when auxiliaries are employed, the superintendent should appoint an advisory committee from principals, teachers and auxiliaries to guide him in his decision making. As the superintendent of schools, it is his responsibility to discover what people think, what they value, and what they want and then help to take action for the improvement of education. Therefore, in the fulfillment of his role as educational leader of his community, the superintendent must motivate the people to discover the merits of the auxiliary personnel program without offending various public groups.

The Principal:

By the very nature of his position, the principal becomes the key person in the auxiliary personnel program. The principal is the main link in the communication channel between the superintendent and the teachers. Through personal example and administrative procedures, the principal establishes the climate that determines the morale of the staff in his school. The principal may recognize or ignore other employees in his school as a part of the educational team. The principal may accept or reject the premise that his authority stems from his position and not from his talents. The success of the auxiliary personnel program depends on the principal's demonstrated support of the program and his willingness to permit professionals and nonprofessionals to develop their own unique working relationships.

The Advisory Committee:

An advisory committee with community-wide scope appears unnecessary for auxiliary personnel programs in rural areas. A committee chosen from school personnel to serve in an advisory capacity to the school board and the superintendent will fulfill the intended purposes. The advisory committee should consist of principals, teachers, and non-certified personnel including custodians, hot-lunch workers, and auxiliary personnel being employed through the new careers movement. Consistent with policies governing the actions of all committees subordinate to the school board and the superintendent, the members of the advisory committee on auxiliary personnel should respect the right of the school board to make all final decisions; but in its advisory capacity, the committee should be encouraged to submit recommendations. As a permanent standing committee, the group should continue to exert its leadership influence toward the improvement of the auxiliary personnel program by being the liaison between the staff and the superintendent of schools.

The Employment Supervisor:

Since most rural school systems do not employ a sufficient number of auxiliaries to warrant the services of a full-time supervisor, one professional in the system should be designated as the employment supervisor on a part-time basis. The employment supervisor of auxiliary personnel could be a part-time teacher, a principal, or an assistant superintendent. While it might be expected that each school principal would assume the responsibility for his school, it is felt that he is already too busy and there would be a duplication of efforts with little or no coordination in practices. Teachers and auxiliaries seemingly oppose a head-teacher plan of coordinating the services of the auxiliaries in the schools. By selecting one professional as the employment supervisor, he could become knowledgeable in the recruitment, employment, training , and utilization of auxiliaries. The employment supervisor would require released time to make frequent visits to the work stations of all auxiliaries and to plan their in-service programs. The supervisor would work with the professional staff to assure the proper utilization of auxiliaries. However, the employment supervisor should not infringe upon the autonomous position of the building principal by circumventing the principal's authority to delegate responsibilities to professionals and subprofessionals assigned to his school. The employment supervisor should become the chief interviewer of candidates for employment as auxiliaries, and he should make recommendations to the superintendent. In his leadership role, the supervisor should assume the chairmanship to the advisory committee on auxiliary personnel.

Funding the Program

The principal source of funds for the employment of auxiliary personnel in rural schools has been the Title I provision of the Elementary and Secondary School Act. Some monies have been obtained through grants from the Office of Economic Opportunity and the Department of Labor. Beginning October 1, 1968, additional federal funds may become available from the United States Office of Education through the Education Professions Development Act (P. L. 90-35, Amendment to Title V, Higher Education Act of 1965). Rural school administrators throughout the United States are now working in cooperation with other educators to develop state plans for funding through E. P. D. A.

It is doubtful, however, the auxiliary school personnel movement will continue to flourish if only "soft funds" from federal sources are budgeted to finance the programs. Success of the career development for auxiliaries depends on the willingness of local school governments to commit "hard fund" from state and local tax sources. The amount of dollars required to pay the same number of employees becomes increasingly greater as the auxiliaries gain in experience and education. Upward mobility through career development guarantees security and stability to the auxiliaries. In addition, the auxiliaries should have an opportunity to participate in a continuous work-study program where they receive compensation while studying. Supplemental funds should be appropriated from the state and local tax bases to provide incentive pay raises for auxiliaries and to employ them on a twelve-month plan. As annual employees, school administrators could reasonably expect the auxiliaries to continue their formal education during the summer break or to perform assigned tasks in the schools or community.

Recruitment and Selection of Auxiliaries

Ultimately, the quality of the services performed by auxiliaries will be determined by the effectiveness of the efforts to recruit and select qualified persons for specific job assignments. As previously reported in the manual, it has been suggested that administrators of rural schools give serious consideration to the recruitment of disadvantaged persons for auxiliary positions. Through their employment, the administrators may tap the wealth of previously dormant talent from the disadvantaged, such as drop-outs, low-income persons, welfare recipients, bi-lingual persons, and persons from various sub-cultures.

In order to attract candidates from all social groups, it appears to be good practice to advertise the position openings broadly. All news media in the community should be used to disseminate job information. Also, community organizations that have direct contacts with disadvantaged groups should be notified of the impending openings along with the qualifications and procedures for employment.

Although career development is encouraged in all auxiliary personnel programs, demonstrated capacity to move up the career ladder should not be an automatic condition of employment. Such a stipulation would "lock out" many potentially good candidates from some aide assignments that could be handled by persons of lesser ability. Criteria for the selection of auxiliaries should include minimum qualifications for all job openings and detailed qualifications for specific assignments. If job recruitment serves the recommended purposes, disadvantaged persons who normally feel that they have been "screened out" before making application will be motivated to apply for employment in the new careers.

Established to serve employers as well as employees, the state employment office is within easy reach of every resident in rural communities. The personnel of the employment service will provide aptitude testing and conduct initial screening interviews. The employment office does not make final recommendations for employment, however, since all qualified candidates are directed to the potential employer for final screening. This procedure is ideally suitable for the recruitment and selection of auxiliary personnel. School administrators may establish their own guidelines to be observed in the initial screening at the state employment office. Also, in all probability the state employment office is a familiar place to persons applying for auxiliary personnel positions, and in many cases, employment records are already on file at the office.

In the advertisements used to announce the auxiliary school personnel openings, the interested persons should be asked to report to their nearest state employment office. One of the services provided by the employment office is the dissemination of information about job openings throughout a locale, a region, or the nation in accordance with the nature of the employment opportunity. At the employment office, the formal request to be considered for a position as an auxiliary school person originates with a written application. Every application would be processed through the employment office with the applications of all acceptable candidates being forwarded to the school administrators for final action. An illustrative application form is provided in the **Appendices**.

According to Catherine Brunner, however:

> (Since the aide is to be a member of a team guiding the learning experiences of children, it is well to apply the same hiring procedures to her employment that apply to regular staff). A written application is limited and usually does not reflect sufficiently the subtleties of personality which indicate potentials for warmth, understanding, use of judgment and similar qualities which can either enhance or impede child growth....A personal interview provides an opportunity to assess more fully the abilities of the potential aide. Discussions of hypothetical situations involving the age group

> in which the aide will serve can provide clues to readiness for participation in an educational program for young people.[16]

In the selection of volunteers as teacher-aides in her school, Sister Boudreau indicated that "The success of the program depends, to a great extent, upon the cautious screening of volunteers and the selection of persons for duties that are commensurate."[17] Therefore, it seems prudent to suggest that school administrators also set up a formal interview for employment candidates among other procedures for processing the applications.

An essential part of the screening process is the testing program which should include intelligence testing, achievement testing in basic academic areas, reading level, and personality development. Advanced levels of tests normally used in high school would be satisfactory to test most candidates for employment. Some examples of appropriate tests are as follows:

Intelligence Testing:

California Test of Mental Maturity (1963 Revision), Level 5--Grades 12-16 and adults, California Test Bureau.

Henmon-Nelson Tests of Mental Ability (Revised Edition), Grades 13-17, Houghton-Mifflin Company.

Lowry-Lucier Reasoning Test Combination, Adults, Rowland and Company.

Otis Group Intelligence Tests; Adults; Harcourt, Brace and World Inc.

Achievement Batteries:

The Iowa Tests of Educational Development, Science Research Associates.

The Sequential Tests of Educational Progress, Cooperative Tests Division.

---

[16] Catherine Brunner, "A Lap to Sit On--And Much More," Childhood Education, Vol. 43, September, 1966, p. 20.

[17] Boudreau, Op. Cit., p. 151.

Reading:

Davis Reading Tests, Psychological Corporation.

Iowa Silent Reading Tests, Harcourt, Brace and World Inc.

Nelson-Denny Reading Tests, Houghton-Mifflin Company.

Survey of Reading Achievement, California Test Bureau.

Personality:

Sixteen Personality Factor Questionnaire, Institute for Personality and Ability Testing.

In developing criteria for the selection of auxiliary school personnel, The National Commission on Teacher Education and Professional Standards stated that "A preliminary step in the screening process might be to establish ground rules for selecting people who seem capable of being effective with children."[18] Simandle and Watts reported that "Some of the criteria for selection of teacher aides which have been used by other systems are: Reputable character, training and experience (formal and informal), ability to work cooperatively with adults, personal appearance, and health (mental and physical)."[19] Branick indicated the use of a five-point scale in Altoona, Pennsylvania: namely, poise, personality, use of English, training and skills.[20]

In developing criteria for the selection of teacher-aides in their model program, the Elliott County Schools in Kentucky have placed age limits from eighteen to fifty-five years. If the applicant does not have a high school diploma, he must possess a high-school equivalency certificate or show promise of obtaining one. Additionally, the applicant must be free for summer training, must provide character references, and must exhibit personality traits that will indicate he likes children. 21

---

[18] Report from National Commission on Teacher Education and Professional Standards, "Auxiliary School Personnel," The National Elementary School Principal, Vol. 46, May, 1967, p. 9.

[19] Sidney Simandle and David Watts, "Let's Start With Auxiliary Personnel," Kentucky School Journal, Vol. 45, October, 1966, pp. 19 and 30.

[20] John J. Branick, "How to Train and Use Teacher-Aides," Phi Delta Kappan, Vol. 48, October, 1966, p. 60.

In pointing up the importance of selecting adults for teacher-aides that like children, Brunner maintained:

> It is important that a teacher-aide really likes children--clean, dirty, noisy, sullen, angry, afraid, exuberant, loquacious, friendly, or agressive. She must be willing to learn how children grow and develop, interested in helping to provide for their needs and willing to learn ways to help children cope with developmental tasks. It is important that she be able to listen to children and willing to support and reassure them by means of facial expression; by her presence; by well-chosen, well-timed words; by an available lap when it is needed. A teacher-aide does not assume the role of a teacher in a professional sense, but by being present and relating to children she is bound to transmit ideas, feelings, habits and skills that become part of the behavioral repertoires of children... Since children imitate the models adults establish for them, it becomes the responsibility to select adults to work with them who establish models worthy of emulation.22

In summarizing the training program of teacher-aides at Morehead State University, Dady and Stanley reported that "an emerging criterion for the selection of teacher-aide trainees in Eastern Kentucky is the insistence on bonafide character references who should be contacted through personal interview, through the mail, or by telephone."23

In summary, there are many factors to consider in the recruitment and selection of auxiliary personnel. While some criteria may be common to all auxiliary school personnel, it is evident that every school district should develop the qualifications which suit the purposes of their employment. As examples, no specific mention was made of clerical skills which are essential in schools where auxiliaries may devote most of their time in related duties, such as typing, record keeping, collecting lunch money, and duplicating materials; or in other school systems, the auxiliaries may be assigned full-time to special reading teachers.

---

21 Elliott County, Kentucky, "Unpublished Manual on a Model Teacher-Aide Program," Elliott County Schools, Sandy Hook, Kentucky.

22 Brunner, Op. Cit., p. 20.

23 Milan B. Dady and John D. Stanley, "Training Teacher-Aides for Schools in Eastern Kentucky," Mimeograph materials, p. 1.

Role Development

The reluctancy of educators to support the utilization of teacher-aides in the 1950's stems from the apparent attempt by the schools administrators in Bay City, Michigan, to use them as a means of increasing class enrollments. It is to be remembered also that the teacher-aide experiment in the Bay City Schools was in process about the same time as educational television was being experimented with in almost every region of the United States. Educators merely connected the two innovative practices as attempts to replace the teacher in the classroom. While a few nationally-known educators realized immediately the potential of teacher-aides in classrooms where class size remained at an optimum number, most educators refused to accept the practice as an opportunity to upgrade the role of the teacher in the teaching profession. In this section of the manual a brief review of role developments for teachers and auxiliaries will be presented; the review goes back to 1955.

Teachers:

In an article written by Charles B. Park in July, 1955, Willard C. Olson, Dean, School of Education, University of Michigan, Ann Arbor, was quoted as saying, "It would be sheer speculation to answer the question of whether the use of teacher aides will be of long-time significance in meeting teacher shortage."[24] In speaking about the Bay City School Project as was Dean Olson, Park stated, "The purpose of the study is to discover how the competencies of the professionally trained teachers can best be utilized in our public schools."[25] Also speaking on the Project,

---

[24] Charles B. Park, "Administrators, Teachers, Parents and Pupils Like the Teacher-Aide Plan," The Nation's Schools, Vol. 56, July, 1955, p. 46.

[25] Ibid., p. 47.

Park quoted Eugene B. Elliott, President, Michigan State Normal College, Ypsilanti, as indicating:

> The tremendous need for teachers of quality throughout the entire educational system from kindergarten through college is staggering. There is every indication that the situation will become worse...However, there appears to be a partial remedy by utilizing the services of highly skilled and professional teachers to the greatest advantage by the employment of less skilled teacher aides as helpers provided the quality of education may be maintained for the children.[26]

The same theme of using teacher aides in order to increase classroom enrollments was also evident in a statement by William H. Conley, Educational Assistant to the President, Marquette University, Milwaukee, as quoted by Park, "The study of better utilization of teacher competencies under way at Central Michigan College (The College carrying on the research at Bay City) deserves the attention of all educators. The fact that we shall have a shortage of qualified teachers for the foreseeable future means that we must use the available supply more efficiently, or use unqualified teachers to man classrooms."[27]

In reply to his own question, "Is this a scheme to save money?" Park maintained:

> Money saving is not a factor in the minds of those who are planning and directing the study. Assuming that the top wage for unskilled persons will approximate half the salary paid a teacher, the salary costs for a classroom having a teacher, an aide and 45 pupils would be about the same as the salary cost for one room with one teacher and 30 pupils.[28]

In an editorial appearing in the May, 1956, issue of the Journal of Ohio Schools, it was reported, "During the second year, eight aides were used again. This time, however, they were assigned to large classes of

---

[26] Ibid., p. 48.

[27] Ibid., p. 51.

[28] Ibid., p. 54.

45 to 59 pupils. The large classes were caused by severe building shortages. The Bay City system teacher-pupil ratio is 1-32."[29] The editorial also pointed-up the reaction of educators to the Bay City experiment, "National publicity about Bay City has focused upon the use of aides 'to beat the teacher shortage' by placing an aide with a teacher in classes of 50 to 60 youngsters."[30]

It is quite obvious why the Bay City teacher-aide program was doomed to receive adverse criticism thereby creating resistance to all evidence that was emerging from the project regardless of the highly regarded reputation of the people writing supportive articles.

According to A. J. Phillips:

> The sponsors have been careful to avoid having teacher-aides do those jobs which should have been done by the teacher. In the May 11, 1956, issue of the U. S. News and World Report, it was reported that with a teacher aide the typical teacher could spend:
> 89% less time correcting papers,
> 83% less time monitoring written lessons,
> 76% less time taking the roll,
> 61% less time moving groups of pupils around,
> 36% less time disciplining pupils, and
> 25% less time preparing reports.
> Discipline is the number one problem of many teachers. The presence of two adults in the classroom even though one, who is a teacher-aide, may be in the classroom only part of the day, seems to have reduced the time spent on cases of discipline as reducing the number of such cases. The same magazine also reported that with a teacher-aide the typical teacher would have:
> 105% more time to prepare lessons,
> 57% more time to hear recitations,
> 40% more time to supervise pupil activities,
> 27% more time to assist pupils with their lessons, and
> 20% more time for lesson assignments.[31]

In February, 1957, Sister Mary Alice and Adma d'Heurle supported the use of teacher-aides:

---

[29] Editorial, "Are Teacher Aides One Answer?," Ohio Schools, Vol. 34, May, 1956, p. 38.

[30] Ibid., p. 29.

[31] A. J. Phillips, "Teacher Aides, Until We have All of the Facts, Let's Keep an Open Mind on the Subject," Michigan Education Journal, Vol. 34, September, 1956, p. 22.

> Our second venture in school organization, which is also in the experimental stage, is a teacher-aide program. Although this program came into being as one means of coping with the present teacher shortage, it has been found advantageous in other, perhaps even more important, respects. It is generally recognized that a good part of the teacher's time is spent in such activities as clerical work, supervision of lunchroom and playground, routine housekeeping tasks, and other chores of this kind which do not require professional training. The teacher's efficiency and influence could be increased considerably by providing him with aides in the same way that hospitals have been providing their trained personnel with help by means of nurses' aides. 32

H. Gordon Hullfish also emphasized the analogy between nurses' aides and teachers' aides:

> It ought not to be necessary to argue that the notion of introducing aides into the classrooms of the country is worthy of serious consideration. All who have had experience within a modern hospital know how necessary the aide is to its efficient operation. The aides in the hospital make it possible for nurses to engage in the business of nursing. It is conceivable that aides in the classroom would make it possible for teachers to engage in the business of teaching.33

In April, 1957, T. M. Stinnett reported:

> Properly conceived and used, the teacher-aide plan has merit. It is not in my judgment, an answer to the shortage of teachers and classrooms...But as a long range or permanent proposal, its value, it seems to me, lies in the possibility of freeing the teacher of a normal size classroom routine work so that he can do individual work with pupils....The basic frustration teachers have is the sense of being overloaded--with classroom duties and nonschool and fringe duties--to the breaking point. This is, I believe, more soul wearying to teachers than anything else, this sense of inability to perform the professional task for which they have been prepared.... Any aide plan that offers any promise of relieving this situation will be embraced by teachers.34

By denying the fear element that the general public would come to believe that the teacher-aides could make it possible for teachers to

---

32 Sister Mary Alice and Adma d'Heurle, "New Ventures in School Organization--The Ungraded School and Use of Teacher Aides," Elementary School Journal, Vol. 57, February, 1957, p. 270.

33 H. Gordon Hullfish, "Uniting Forces to Improve Education," Educational Leadership, Vol. 14, March, 1957, p. 381.

34 T. M. Stinnett, "A Master Teacher in Every Classroom," Educational Leadership, Vol. 14, April, 1957, p. 437.

double the size of their classes and still teach more effectively, distinguished educators established a firm base for an emerging role for the teacher in the classroom. It is true that the role concept would not be commonly acceptable until after the passage of the Elementary and Secondary School Act in 1965, but the foundation and justification for the use of teacher-aides had been developed.

The first steps in role development distributed the professional duties to the teachers and other duties to the nonprofessional person. But, in February, 1959, G. T. Kowitz hypothesized the team approach in the learning-teaching processes. According to Kowitz:

> The teacher aide projects are a gross violation of the traditional role of the teacher. No longer is he the sole and final authority by the simple fact that he is the biggest and smartest person in the room...Whether it was a part of the plan or not, the child is given a choice of defensive and suggests that he must explain, if not justify, all of his actions to the assistant.... These problems, of course, need not arise. Where the practitioner is accustomed to managing adult helpers, and where the helper is well trained to assist, few of these problems would occur. But, modern concepts of managerial team work, even the basic ideas of managing human resources are beyond the scope of the teacher's professional training program. If a professional team is to be developed, the teacher may have to learn the skills of directing and managing a team. This will be a radical change in his role since, among other things, it will limit his contacts with the pupils and introduce at least one other major force into the matrix of human relations within the classroom.[35]

Earl H. Hanson responded to G. T. Kowitz by projecting a reason for the teacher's difficulty in accepting a teacher-aide:

> He (Kowitz) clearly points out that the relationship between the teacher and the teacher-aide is extremely difficult. I think the cause lies in the desire of every human being to gain status and save face. Some teachers will see the aide as a threat to status and so may use artificial means to mark the difference between a truly professional person, herself, and a nonprofessional person, the aide. Her manners and her whole attitude may become stilted,

---

[35] G. T. Kowitz, "Problems in Teacher Utilization, "American School Board Journal, Vol. 138, February, 1959, p. 25.

> unnatural, she might put on an act and get "teacher-ish", preachy, bossy, and so spoil everybody's appetite.[36]

More recently, George Denemark elaborated on the emerging role of the classroom teacher:

> The job of today's teacher has become virtually unmanageable. Unless something is done to remedy the situation, creative, competent teachers will find themselves hopelessly bogged down in technical and clerical duties which could be performed by others....America's children will be cheated out of the quality education they deserve. Curricula will be standardized rather than individualized because schools keep their teachers busy collecting money, recording attendance, and supervising lunchrooms instead of counseling with students, planning learning experiences with colleagues, and analyzing recent teaching efforts. Teaching--real teaching, as opposed to merely keeping school--is a complex, demanding process calling for scholarship, sensitivity, analytical ability and considerable coordinating skill....A thoughtful analysis of the teaching responsibilities... will disclose many different levels of skill. Some require advanced professional knowledge of a high order; other, professional skill at a rather modest level. Still others seem primarily technical in nature, while some appear to be of quite routine clerical character. All make a contribution to the education of children. All need to be planned and coordinated by an experienced, professionally competent teacher. But must all be carried out by the same individual?[37]

Speaking in support of the emerging role development for teachers, United States Senator Gaylord Nelson of Wisconsin delivered an address to his colleagues on Monday, January 30, 1967. Excerpts of his address are reported herein:

> It is clear that a major effort must be made to retain teachers now employed and to attract imaginative and dedicated new young people to the teaching profession....Teachers are alone among the professional people in the volume of nonprofessional work they are required to do...The teacher's job has become loaded down with nonteaching duties...The added responsibility of performing tedious nonteaching tasks has a greater effect than merely being time consuming....The teacher's image as a professional is tarnished and his morale is adversely affected. The years of study and intensive training teachers undergo result not only in inadequate salaries but in relegation to menial tasks that his fellow professionals, lawyers, technicians, and scientists do not have to do....How can a teacher,

---

[36] Earl T. Hanson, "Pros and Cons, Teacher Utilization," American School Board Journal, Vol. 138, April, 1959, p. 12.

[37] George W. Denemark, "The Teacher and His Staff," National Education Journal, Vol. 55, December, 1966, pp. 17-18.

> so immersed in trivia, give proper attention and counsel to his students?...The educational crisis facing our Nation must be met with new and imaginative ideas. The problems created by modern society and technology are new and so must the solutions be new. Old patterns of thought and policy must be replaced when circumstances prove them outmoded.[38]

In November, 1966, the Classroom Teachers National Study Conference was devoted to the topic of "The Classroom Teacher and His Supportive Staff." One of their speakers was Grant Venn who reported:

> Teachers must have a team of people working with them to relieve them of some of their nonteaching duties if they are going to have time to perform successfully their primary task--teaching. Only when the classroom teacher becomes the nucleus of a group of professionals and paraprofessionals who work with him in educating children, only when he is looked upon as the key professional person in the education of children, utilizing and coordinating the talents and contributions of supportive staff, will the schools be able to provide all children with the education they must have to be contributing members of society.[39]

The Classroom Teachers National Study Conference developed the following list of nonprofessional members of the teacher's supportive staff:

Teacher-Aide

General teacher aide

Curriculum laboratory assistant
(cut stencils, make transparencies, filmstrips, and slides)

Audiovisual technician

Aides for special classes

Physical education aide

Science laboratory assistant

Bilingual aide

Audio assistant

Theme reader

TV staff and technician

Home visitor

Library aide

---

[38] Gaylord Nelson, "Development of Teacher Aide Programs," Congressional Record, Vol. 113, No. 12, Monday, January 30, 1967.

[39] Report of the Classroom Teachers National Study Conference on the Classroom Teacher and His Supportive Staff, "The Classroom Teacher Speaks of His Supportive Staff," Washington, D. C.: The Association, 1966, p. 1.

Clerical-Aide

Secretary/Clerk

Monitor

Hall supervisor
Playground attendant
Recess supervisor
Study hall monitor
Test monitor
Lunch room monitor
Safety aide
Athletic game supervisor
Field trip supervisor
School bus attendant
Classroom monitor [40]

Despite the early criticism of the teacher-aide programs in the Bay City, Michigan region, the utilization of auxiliaries did gain in support during the late 1950's and the early 1960's. Due to the multiplicity of problems confronting them, more and more administrators of larger school systems in the Nation gradually adopted auxiliary school personnel programs. In rural areas, however, auxiliaries were seldom used in the schools until after the passage of the Elementary and Secondary School Act. The professional role of teachers is now being developed for the 1970's. The teachers shall be free to carry on the instructional aspects of their teaching assignment, and they shall be the managers of the teams that will be responsible for the learning-teaching processes.

Auxiliary School Personnel:

The surging movement toward new careers in the elementary and secondary schools reveals that teacher-aides have been most prominent.

---

[40] Ibid., pp. 14-15.

In fact, publicity of the early auxiliary programs referred only to teacher-aides. But the increasing responsibilities of the teacher-aides and the development of a career ladder for auxiliaries have expanded the utilization concept. Through training opportunities for specialization, the employed persons are now assuming more technical roles in the schools. Hence, the teacher-aide concept has given way to the career development of auxiliary school personnel. Although they continue to be the best known of the auxiliaries, teacher-aides comprise the lowest level of the career ladder for auxiliary school personnel.

The early concern of the Bay City, Michigan, teacher-aide program was the threat to the professional status of the teachers. Charles Park, the Director of the Program, claimed that teachers were enthusiastic over the use of teacher-aides. In reference to the role of the teacher-aide, Park stated:

> It may be difficult to draw a sharp line between an activity that is professional and one that is not professional in the process of conducting a classroom. But it is the intent of the study that there shall be no infringement upon the professional responsibilities of the certified teacher . In fact, when a teacher is absent, regular teacher substitutes are engaged and the aide is not allowed to take charge of the class....The director of the study maintains that in no instance were aides given responsibility even for handling minor phases of instruction without direct supervision from the teacher.[41]

Throughout Park's article were pictures of teacher-aides in action. A representative listing of assigned duties are listed below.

1. The aide helps with children's wraps
2. Helps plan the day
3. Copies on blackboard
4. Shows flash cards
5. Corrects workbooks
6. Phones reports
7. Types records
8. Gives health check
9. Conducts noon recreation
10. Gives first aid

---

[41] Charles B. Park, Op. Cit., p. 55

11. Gives individual help
12. Helps absentees make up work
13. Assists with arts and crafts
14. Supervises use of ceramics equipment
15. Runs movie projector
16. Arranges displays
17. Runs off stencils
18. Supervises traffic
19. Supervises school lunch period
20. Supervises recess periods outdoors[42]

In July, 1955, Charles Park was conclusive in what duties the teacher-aides assumed, yet in July, 1956, he reported:

> Because there was no previous definition of what the trained but nonprofessional aide's job would be, the Study has placed much of the responsibility for determining the activities for which the aide is competent in the hands of the teacher. Since the inception of the experimentation, the teacher has largely determined the duties and jobs of the aide assigned. This involves the ability of the teacher to work with aides and to organize her program so that the aide can be of help. It also involves the training, competencies and reliable judgment of a teacher, so that she will not assign an aide to areas in which the aide is not comfortable.[43]

While the July, 1955, report indicated rather rigid control by the director over the duties assigned to teacher-aides, the admission of actual practices (made in July, 1956) indicated that the teacher-aides may have been assuming duties that could be construed as instructional since it was the teacher that had the major responsibility in job assignments. Referring to the experimental teacher-aide program in Bay City, Michigan, A. J. Phillips was quite evasive in teacher-aide assignments when he said, "From the beginning the teacher-aide program was never designed to (1) have the aide do the jobs which should be done by a qualified teacher....(2) The sponsors have been careful to avoid having teacher-aides do those jobs which should be done by the teacher."[44]

---

[42] Ibid., pp. 45-55.

[43] Charles B. Park, "Critics Jump the Gun on Teacher-Aide Research," The Nation's Schools, Vol. 58, (July, 1956), p. 60.

[44] A. J. Phillips, "Teacher Aides: Until We Have All of the Facts, Let's Keep an Open Mind on the Subject!," Michigan Education Journal, Vol. 34, (September, 1956), p. 22.

Yet, Roy Larsen quoted one of the teachers in the Bay City Schools as saying, "Another great advantage is that she (her teacher-aide) is available at all times to the slow workers that need extra help."[45] One might ask whether this is an instructional assignment.

To determine the attitudes of elementary school teachers toward the use of teacher-aides, Charles Hardaway polled 109 individuals during the summer session of 1956. The group consisted of 21 men and 88 women elementary teachers who were enrolled at Indiana State Teachers College. Only 8 teachers indicated they had ever taught in a school system where teacher-aides were employed, but 80 teachers were in favor of their use. Duties most frequently mentioned by the teachers as most suitable for teacher-aides were: supervising playground, cafeteria, and recreation, performing clerical duties, maintaining records and reports, assisting in special subject area, checking papers, handling funds, and assisting with materials. Hardaway's findings are reported below:

Outside Classroom Activities	Frequency of Mention (109 Teachers)
Playground supervision	58
Supervision of cafeteria, lunch period, milk program	42
Mimeographing and duplicating work	27
Supervision of recreational periods	22
Clerical duties	16
Assisting small children with clothing, etc.	15
Helping with social activities (parties, plays, etc.)	12
Assisting with excursions, field trips, etc.	12
Hall Duties (supervision)	11
Rest room supervision	10
Helping with P.T.A. programs and activities including parent conferences and visitations	6
School patrol and bus loading	5
Extra-curricular activities	3
Helping with children who become ill	2
No answer	12
None	1

---

[45] Roy E. Larsen, "Crises Brings Opportunities," Instructor, Vol. 66, (October, 1956), p. 14.

Inside Classroom Activities	Frequency of Mention
Maintaining records and reports	43
Assisting in some subject matter work	37
Checking papers, grading tests	35
Collecting funds and handling money	29
Assisting with materials	29
Supervised study, remedial work, committee and small group activities, projects, guidance	22
Providing individual help, guiding seat work	21
Assisting with visual aids	19
Janitorial duties	18
Workbook supervision, marking, etc.	15
Assisting with library duties	10
Assisting with bulletin boards, displays, blackboards, materials, etc.	10
Routine duties	5
None	6 [46]
No answer	12

While teachers were apparently willing to accept the services of teacher-aides to carry out clerical and monitorial duties, services leading to intangible results were not yet permissible. In April, 1957, however, Alvin Eurich theorized, "If the aim is to give the child a sense of security in school and confidence in himself and his abilities, a mother (not necessarily the child's mother) assisting a teacher might be far better qualified to perform this task than the teacher herself."[47] Certainly this reason for using auxiliaries in the schools has brought about one of the most important services of present auxiliary school programs.

Speaking on the emerging role of the teacher-aide in the secondary schools, Scott D. Thomson claimed:

---

[46] Charles Hardaway, "Some Attitudes of Elementary Teachers Toward the Use of Teacher Aides," Teachers College Journal, Vol. 28, (November, 1956), p. 21.

[47] Alvin C. Eurish, "Our Goal: Better Education for More Pupils," Educational Leadership, Vol. 14, (April, 1957), p. 443.

> The aide function fits most beneficially into a team teaching situation, but aides can also be of immeasurable help when assigned to: (1) teachers operating singly within a department, or (2) a physical facility, such as a language laboratory, a graphic arts--curriculum materials room....The essential question is this: Where can assistance be applied most beneficially to raise the quality of educational offerings?....The aide is neither a clerk nor certified teacher, though she will do considerable typing and some teaching. She is supervised but also performs as a supervisor dealing directly with children.[48]

By 1962, there were sufficient aides being employed in New York State to warrant a study of their use. The House of Delegates called for a canvass of their use in nearly 800 major school districts other than New York City. According to Eugene Samter, "Of 673 district replies received, about 341 (51%) used a total of 2,389 aides in 1962-1963.... The greates use of teacher aides is in noon-hour supervision in the cafeteria, with the next most common noon-hour supervisory duty being playground activities. At times other than during the noon hour, pupil supervision most often occurs in the classroom. Clearly the most common non-supervisory function is that of general clerical assistance (typing, record keeping, etc.)."[49]

In reference to the utilization of paraprofessional personnel in the schools, R. A. Anderson reported in October of 1964 that:

> Most of the literature dealing with nonprofessionals was descriptive or testimonial and almost none of it was negative. The cumulative literature of a decade...not only offered much information concerning the types of duties being assigned to nonprofessionals but also revealed a general trend toward including a number of functions once regarded as the province of fully certified teachers....Although it seems clear that nonprofessionals can and should be used more widely in the schools than they have been, it remains to be learned whether a proportionate reduction

---

[48] Scott D. Thomson, "The Emerging Role of the Teacher Aide," Clearing House, Vol. 37, (February, 1963), p. 326.

[49] Eugene C. Samter, "The Teacher Aide--An Aid in Teaching?" New York State Education Journal, Vol. 51, (October, 1963), p. 21.

> in the professionally certified staff is warranted or desirable. The waste of talent of certified techers on routine and minor tasks becomes more evident as teachers' responsibilities are examined. However, where the line should be drawn between professional and nonprofessional tasks is by no means clear at this point.[50]

Writing in support of the employment of educationally deprived adults or school dropouts as auxiliary school personnel, J. William Rioux outlined 14 ways in which nonprofessionals could be utilized in the school districts:

1. Homework helpers,
2. Study center monitors,
3. Team-teaching assistants,
4. Audiovisual equipment managers,
5. Community resource utilization assistants,
6. School-community block workers,
7. Case finders,
8. Group-work aides,
9. Health service aides,
10. Automated instruction aides,
11. Playground assistants,
12. Educational survey aides,
13. Preschool assistants,
14. Counselor assistants.[51]

Sidney Simandle and David Watts classified the responsibilities of school auxiliaries into four categories. According to Simandle and Watts:

> There are a variety of activities which can be performed by aides. These activities should be classified and assigned to aides on the basis of their various abilities. High Level Responsibilities. Tasks under this classification would be assigned to personnel who have ample college training to perform effectively. Some possible tasks that might come under this classification are: Readers for English themes and other similar writings; grading English papers, essay tests, etc; and writing up or preparing demonstrations and experiments in science...Intermediate Level Responsibilities. Tasks under this classification probably could be performed by aides who are high school graduates, or better. Here are some possible tasks

---

[50] R. A. Anderson, "Organization Character of Education: Staff and Utilization and Deployment; Subprofessional and Paraprofessional Personnel," Review of Educational Research, Vol. 34, (October, 1964), pp. 458-9.

[51] J. William Rious, "Here Are 14 Ways to Use Nonteachers in Your School District," The Nation's Schools, Vol. 76, (December, 1965), p. 42.

> that might be included in this classification: Limited instructional activities under the immediate supervision of the classroom teacher--put written and number work on the board; call off spelling words; review with word, phrase, number cards, etc.; and housekeeping chores ...Lower Level Responsibilities. Tasks included in this level would not be as closely related to instruction as at the other levels, but would be directed toward relieving the classroom teacher from some of the routine duties that usually divert a great deal of his attention from instruction. These are some possible tasks that might come under this classification: Make bulletin board displays, mimeograph written work, and assist in making instructional materials and aids. Responsibilities at the Clerical Level. Tasks in this classification would require an aide who is qualified as clerk-typist.[52]

The pinnacle of role development for auxiliary school personnel has been reached with the recent establishment of the career development concept in which a five-step career ladder is visualized. The proposed career ladder includes the aide category at the entry level and the fully certified teacher at the highest level. As originally conceived, an auxiliary may enter at any level for which he qualifies and may choose whether to move upward on the career ladder. It is strongly recommended that an auxiliary be treated with respect at all levels of employment. The career ladder has been developed by the Bank Street College of Education in New York City and is reported on the following page.

In the evolution of a team approach to the teaching-learning processes in which they assume a supportive role to teachers, teacher-aides and other auxiliary personnel in education will eventually gravitate toward those duties and responsibilities for which they are best suited and they will become acutely aware of their limitations. The career ladder makes it possible for auxiliaries to be equal partners on the team even though there will be a wide variation in assignments made to its members.

---

[52] Simandle and Watts, Op. Cit., pp. 19 and 31.

POSSIBLE STAGES IN CAREER DEVELOPMENT OF AUXILIARIES [53]

STAGE	ILLUSTRATIVE FUNCTIONS	TRAINING SUGGESTED
1. AIDE, SUCH AS:		
General School Aide..	Clerical, monitorial, custodial duties	Brief orientation period(2 or 3 wks.) in human development, social relations, and the school's goals and procedures as well as basic skill training. No specified pre-schooling required.
Lunchroom Aide.......	Serving and preparation of food, monitorial duties	
Teacher Aide.........	Helping teacher in classroom as needed	
Family Worker or Aide.	Appointments, escorting, and related duties	
Counselor Aide.......	Clerical, receptionist, and related duties	
Library Aide.........	Helping with cataloging and distribution of books	
2. ASSISTANT, SUCH AS:		
Teacher Assistant....	More relationship to insturctional process	High school diploma or equivalent; one year's in-service training or one year in college with practicum. Both can be on a work-study while working as an aide.
Family Assistant.....	Home visits and organizing parent meetings	
Counselor Assistant..	More work with records, listening to children sent from class to counselor's office because they are disrupting class	
Library Assistant....	More work with pupils in selecting books and reading to them	
3. ASSOCIATE, SUCH AS:		
Teacher Associate....	More responsibility with less supervision from professional	A. A. degree from two-year college or two-year special program in a four-year college
Home-School Associate..		
Counselor Associate....		
Library Associate......		
Social Work Associate..		
4. TEACHER-INTERN, SUCH AS:		
Student Teacher......	Duties very similar to those of associate but with more involvement in diagnosis and planning	B. A. or B. S. degree and enrollment in a college of teacher education or enrollment in an institution and working for a degree and teacher certification.
5. TEACHER		

---

[53] New Partners in the American School, A Study of Auxiliary Personnel in Education. New York: Bank Street College of Education, November, 1967, pp. 8-9.

The future appears bright for auxiliary school personnel. Their employment is no longer viewed with skepticism by teachers. In fact, teachers in some school systems have recommended the employment of auxiliaries as a contractual condition. Although auxiliary personnel programs in rural schools have been financed primarily with federal funds, more and more administrators of urban and suburban schools are presently securing local tax monies for the employment of nonprofessionals.

The professional acceptance of teacher-aides brought about a refinement of their roles which has included a more sophisticated approach to classroom assignments. The teacher-aide concept is now giving way to a broader and more comprehensive interpretation of auxiliary school personnel as evident by the emerging careers as teacher assistant, teacher associate, library associate, counselor assistant, etc. The emerging new careers movement in the schools is bringing new hope to disadvantaged people in all areas of the Nation, and the Congress has appropriated funds to provide opportunities.

Pupils:

In the past decade, auxiliary personnel programs have focused attention primarily on the professional-nonprofessional relationships. Assumptions have been expressed relative to the benefits that children have derived from the utilization of auxiliaries in the schools. Yet, objective evidence is lacking to substantiate these assumptions. Contrary to the changing roles of teachers and nonprofessionals during the past decade, a survey of the literature on the utilization of auxiliaries has failed to reveal new trends in the roles of the pupils in the classrooms.

Educators can ill afford to support auxiliary school personnel programs which fail to place major emphasis on the learners. The utilization of auxiliaries should assure a more active involvement by the pupils in the teaching-learning processes. Derived values from the utilization of school auxiliaries should be measurable through observations and other measuring techniques. Continued financial backing from the federal government as well as from local and state tax sources is contingent on the objective evidence that the profession can assemble to justify the employment of nonprofessionals in the schools.

Differentiation of Tasks by Grade Level

Although a majority of school auxiliaries are presently employed in the elementary schools, many nonprofessionals are being utilized in the secondary schools. One of the popular tasks assigned to auxiliaries in the secondary school is the reader of English themes. Also, auxiliaries have been employed on the secondary school level as assistants in the library and laboratories, as audio-visual technicians, as clerical assistants, and in other capacities. In the elementary schools, auxiliaries have fulfilled a variety of functions in and out of the classroom.

Initially many auxiliaries were employed without benefit of pre-service or in-service training which made it extremely difficult to measure the educational attainments from their services. It is encouraging to note that the trend is toward role development and the placement of auxiliaries where they will be most effective in the improvement of educational experiences for children.

Whenever possible, the training of auxiliaries should be initiated after functions for each grade level have been determined and the trainees have been assigned specific tasks in their full-time employment. As methodology differs from one instructional level to another, the training and ensuing assigned tasks should also vary in order to maintain maximum utility from the services performed by the auxiliaries. Auxiliary trainees should study the nature and needs of children that coincide with their job placement in the schools. Auxiliaries in the elementary schools may work more closely with teachers and children in the classroom which may necessitate the preparation for roles that are different from those assumed by auxiliaries assigned to secondary schools.

Illustrative Tasks for Auxiliaries

The following suggestive list of tasks that may be assigned to auxiliaries is not inclusive. Auxiliaries should be assigned only to those tasks that are within the limits of state statutes and which have been approved by the local school board. As a safeguard to all concerned, auxiliaries and teachers should be orientated to the legal responsibilities relating to the utilization of nonprofessionals in the schools.

Teacher-Aides Who Work Directly With Teachers:

1. Playing games with children in the classroom and on the playground.
2. Interesting unattentive children in classroom activities.
3. Listening to pupils talking about themselves, telling a story or reading a story.
4. Talking with an upset child to quiet him down.
5. Taking charge of a group of children in working on a project while the teacher is working with another group.
6. Acting out stories with children.
7. Reading and telling stories to children.
8. Taking children to the bathroom and helping them to learn how to use the facilities.
9. Helping children with programmed materials whether it is a teaching machine or a book.
10. Helping children who have been absent to catch up on their work.
11. Helping children as they move from one activity to another either in the classroom or in the building.
12. Monitoring the class for a few minutes if the teacher is called out of the room.
13. Singing with the pupils.
14. Helping children when they are learning to use crayons, scissors, paste, paint, etc.

15. Attending meetings with teachers.
16. Demonstrating good housekeeping procedures to children.
17. Reviewing teacher's directions for children.
18. Helping children improve physical skills.
19. Helping children in social etiquette.
20. Encouraging children to accept themselves and to make the most out of life.
21. Helping a child who is attempting something new; so he will not become discouraged.
22. Writing down observations of children at the request of the teacher.
23. Helping children overcome embarrassing situations.
24. Giving a child an opportunity to demonstrate that he can do something well.
25. Encouraging children to help each other and to respect other points of view.
26. Helping children to learn to give and take in the classroom.
27. Helping children with individual projects.
28. Giving the teacher information about children when it is in the best interest of the child.

Teacher-Aides Who Assme Clerical, Housekeeping, Technical, and Monitorial Duties:

1. Preparing all types of instructional materials.
2. Typing of all kinds.
3. Operating instructional equipment, such as film projectors and tape recorders.
4. Daily check on health of children.
5. Giving first aid to children according to school board policies.
6. Taking children to various places in building as directed by the teacher.
7. Preparing bulletin board displays.
8. Filing and cataloging materials.
9. Duplicating materials.
10. Keeping all types of records that are assigned.
11. Helping children with monitorial duties.
12. Helping children learn proper use of equipment.
13. Making arrangements for the use of equipment.
14. Taking children home who are sick or hurt providing procedures are clearly outlines.
15. Helping children prepare for assembly programs or culminating activities.
16. Checking supplies.
17. Collecting money and selling tickets.
18. Weighing and measuring children.
19. Doing errands and carrying messages.
20. Distributing and collecting children's work.
21. Sorting mail.
22. Getting the classroom ready for a special activity.
23. Monitoring pupils.
24. Checking on temperature, ventilation, and lighting in the classroom.
25. Scoring objective-type papers handed in by pupils.
26. Reading English themes.
27. Operating audio-visual equipment.
28. Assisting special personnel in the school.
29. Lunchroom supervisor.
30. Noon-hour supervisor.
31. Set up laboratory equipment.
32. Tutoring of children.

TRAINING

Introduction

Although the employment of school auxiliaries is not a recent innovation, their wide spread use has come about in the past three years. As stated previously, the immediate future of auxiliaries in rural schools depends on the availability of federal funds to finance their salaries. In the long-range outlook, however, if the involvement of the federal government is sucessful in promoting the universal employment of nonprofessionals in the schools, it is probable that school auxiliaries may eventually achieve an indispensable status, thereby being retained even though state and local tax revenues become the only sources of funds available to keep them on the job.

Career development of auxiliary school personnel has been a primary target of the professional people involved in the "Study of Auxiliary Personnel in Education." In the career ladder, a person begins as a teacher-aide and moves upward in status as he gains experience and additional college credit. While the career ladder may offer a plausible scheme of upward mobility for auxiliaries, it seems remote that rural schools will implement the career development program in the near future. The career ladder approach may advance slowly in rural areas, but the administrators of rural schools now realize the serious limitations of auxiliaries who lack formal training for their positions.

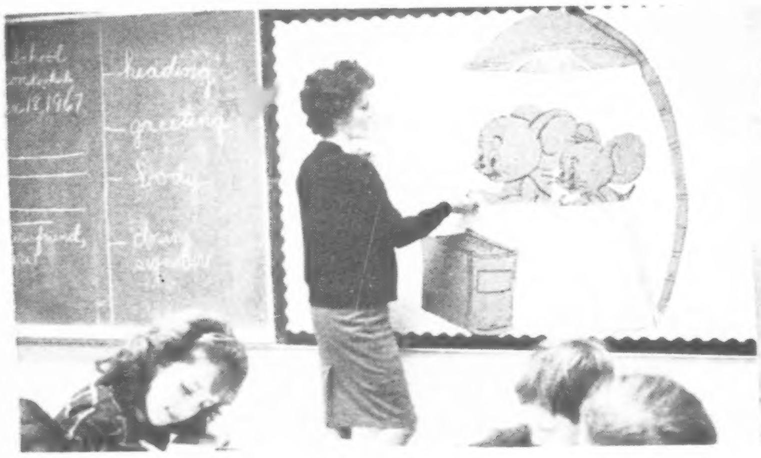
Guidelines for grants under the Education Professions Development Act provide for the training of school auxiliaries. Therefore, it appears inevitable that institutions of higher education will become involved in the training of auxiliary personnel for the schools. While the training provisions have particular significance to junior colleges because of their involvement in vocational preparation, four-year colleges also have opportunities to serve the needs of the schools in their region. In addition to the training of auxiliary personnel for the schools, colleges should assume the responsibility for the educating of trainers of auxiliary personnel in order to upgrade the training programs conducted by the local school districts. It is obvious that the quality of training programs within a state or region will depend primarily on the expertise of the staff that colleges will be able to employ for services either on or off campus.

In summary, the continued employment of auxiliary personnel seems assured. With the security of employment envisioned, the inadequacies in training emerge as a pressing problem in the effective utilization of nonprofessionals. There is an immediate need for materials and training guidelines that local school administrators may use in conducting pre-service and/or in-service training programs for auxiliaries. Institutions of higher education are confronted with the task of employing qualified faculty members who can direct on-campus training programs for school auxiliaries as well as providing consultant services to the local school systems.

On-Campus Training in an Institution of Higher Learning

In the April, 1966, Edition of the Junior College Journal, Dr. Joseph W. Fordyce outlined the significant role of the junior college in teacher education. In his article, Dr. Fordyce suggested that associate degree programs for auxiliary school personnel should be developed for persons

Teacher Aides In Action


1967
heading
greeting
body

Hi Ho

who want to prepare as teacher aides or classroom assistants and that the programs should be occupationally oriented.

Listing the advantages of training teachers' aides in a community junior college, Johnnie Clarke stated a month later that, "The program could become an important terminal program for those students who have teaching potential but are unable to go beyond the two-year program." In projecting specific course offerings for the proposed curriculum, Clarke included at least 36 semester hours of credit which were identified specifically for teachers' aides trainees, such as Teachers' Aide 91, Basic Communications.

Occupationally, it could be concluded that auxiliary school personnel should be trained in terminal programs that are developed for undergraduate students who are unable to complete a four-year program in college. However, administrators of four-year as well as two-year community colleges should take a "new look" at the students who are either labeled as being unable academically to complete a four-year college program or for other reasons are unable to continue their education beyond the two-year level. From recent demonstration-training programs in which disadvantaged persons have been trained and employed as school auxiliaries, evidence suggests that having been given a new start in job opportunities many low-income persons are now demonstrating the ability to succeed in college even though they were previously "locked out" because of minimum prior schooling.

Joseph W. Fordyce, "A Significant Role in Teacher Education." _Junior College Journal_, Vol. 36, (April, 1966), pp. 13-17.

Johnnie R. Clarke, "A Proposal for a Teacher's Aide Training Program." _Junior College Journal_, Vol. 36, (May, 1966), p. 43.

Ibid., p. 45.

When two-year college programs are developed primarily as terminal programs for school auxiliaries, course work may have little or no transferability to a four-year teacher education program. Therefore, the occupational approach may be detrimental to a trainee who aspires to move upward on the career ladder, such as the teacher-aide up to the status of a full-time certified teacher. There should be an alternative to the occupational curriculum which will meet the needs of a person who can succeed in college and who has every intention to continue his education after completing the two-year program. Only a professionally oriented program will satisfy this student's needs.

Existing courses in the general education curriculum of the community college will provide the school auxiliary trainee with an excellent foundation for employment in either an occupational or a professional training program. The trainee could benefit from general education courses, such as English, human growth and development, speech, natural sciences, mathematics, art, music, and sociology. Courses from these areas would provide the trainee with an understanding of children, an introduction to work skills for job assignments, and remedial opportunities for self-improvement. Special skill courses, such as typewriting and secretarial skills may be added or deleted from a trainee's program in accordance with the curriculum that he is completing.

Since both the professional and the occupational curricula will attract persons who will be employed as auxiliaries at the same time that they are enrolled in college classes, some occupationally designed course work should be required of all trainees during their first enrollment at the college. A survey course on educational processes and a practicum course are recommended for the first enrollment.

With the exception of hours required to complete the occupational course work, all other required class work in the professional curriculum should be assigned according to its transferability to a four-year teacher education program. For the disadvantaged person, the incentive to complete the four-year program emanates from the assurance that most of his college course work will be accepted toward degree and certification requirements. Although it may take six or more years to complete the teacher education program, the disadvantaged person has discovered that there is no quick way to alleviate the conditions affecting his well-being.

The occupational curriculum may be designed with the specific needs of the trainees in mind. Being vocationally oriented, the trainee may devote most of his training time in skill development in which the college may or may not grant credit. It is anticipated that the trainees enrolling in the occupational curriculum will receive technical training which will prepare them to perform worthwhile tasks in the schools.

Community colleges have the resources and are in a position to assume new responsibilities in the development of new careers in human services. Generally, the occupationally oriented associate degree for auxiliary school personnel will meet the employment needs of persons who are unable to continue their education in a four-year program. In the emerging career development for auxiliary school personnel, however, community colleges are challenged to develop a professionally oriented curriculum which would include a minimum of technical courses and would not be terminally structured. To meet the needs of school auxiliaries, the community college must provide the trainees with a choice of direction in their training--either the occupational or the professional approach.

Six-Weeks Training Program at Morehead State University

Formal classroom work was arranged in two groups with teachers meeting as one unit and teacher-aide trainees meeting as another. Throughout the six weeks of training, however, there were informal sessions in which all of the participants met together to discuss topics of common concern. It is clear that adequate time for interaction between teachers and aide trainees was of central importance to the success of the program.

At the conclusion of the third weeks of training, the classroom work was reduced substantially to provide sufficient time for the practicum that was integrated with the summer-school program being conducted by the Rowan County Schools (the local education agency). During the three weeks of practicum, the teacher-aide trainees, with guidance from the teachers in the program, participated in the same type of duties that are normally assigned to teacher-aides in Eastern Kentucky. The experience included working with small groups of children under the close supervision of a classroom teacher.

The topics of the training program have been summarized as follows:

1. Testing of trainees
2. Organizing for instruction in the elementary school
3. Role of the teacher in the school
4. Role of the teacher-aide in the instructional processes
5. Who is the educated person?
6. Recognizing individual differences in children
7. Social processes in the classroom
8. Helping to meet the basic needs of children
9. Insight into the curriculum areas of mathematics and reading
10. Programmed learning for self-improvement by trainees in basic skills
11. Skill in manuscript writing
12. Preparation and use of instructional materials
13. Use of art and color in teaching
14. The role of the teacher-aide in promoting health and safety in the school
15. Teacher and teacher-aide relationships (team approach)
16. Tips for teachers in working with teacher-aides
17. Understanding the problems of teacher-aides
18. How to profit from criticism and evaluation of efforts
19. Teachers and teacher-aides as community leaders in school matters

20. Duties and responsibilities that may be assigned to teacher-aides.
21. Using and caring for audil-visual equipment
22. Legal responsibilities of teacher-aides
23. Career development of auxiliary personnel in eduation

A Proposal for a Teacher-Aide Training Program in a Community Junior College

According to Johnnie R. Clarke,[57] the training of teacher-aides in a community junior college has many advantages; namely, the training of aides to meet the needs of local school systems, the availability of a local school as a laboratory, articulation between the junior college and the local schools because of the proximity of the junior college to the schools, and because many junior college programs are terminally structured. In planning the proposed curriculum for the teacher-aides, Clarke outlined the following courses:

1. Basic communications--fundamentals of grammar and composition
2. Basic mathematics
3. Related arts--a comprehensive course designed to study crafts, painting, music, lettering, poster construction, etc.
4. Machine operations and audio-visual techniques
5. Child development
6. Community resources available to the schools
7. Elementary school procedures
8. Internship
9. Indoor and outdoor games for children
10. Humanities--a study of art, music, architecture, literature, and philosophy
11. Typing[58]

In reporting on the training of auxiliary school personnel at Garland Junior College, Vera Weisz[59] stated that the training program is a two-phase program. The first phase or the pre-service training may range from two to eight weeks and consists of a variety of instructional approaches including workshops, laboratories, and seminars. The second phase or the in-service involves a continued program of on-the-job training in conjunction with workshops and seminars. It is her belief that the concept approach should be stressed throughout the pre-service and that phase of the training program should vary according to the needs of the trainees, schools and their staffs.

---

[57] _Ibid._, p. 43.

[58] _Ibid._, p. 45.

[59] Vera C. Weisz, _A Junior College Approach to Training Auxiliary Personnel in Education_, Office of Economic Opportunity, Washington, D. C. 20506, pp. 12-13.

Vera Weisz listed the following topics as the central areas of concentration in the pre-service training program:

1. Workshop in the team appraoch to teaching
2. Seminar in the dynamics of child development
3. Seminar in sociology of school and community relations
4. Curriculum materials workshop
5. Seminar in health, nutrition and first aid
6. Remedial reading program[60]

To stress the need for teachers as participants in the training program, Vera Weisz[61] maintained that, "In the ideal program, aides will be placed in local school systems before training begins, and the teachers who are to have aides will participate actively in the training processes both as planners and as trainees themselves."

In summarizing the philosophy of the manual in which she has prepared to report the training program at Garland Junior College, Vera Weisz stated:

> The philosophy in this manual and in Garland's program stresses that the aide can be involved and used most effectively in the teaching-learning process. However, he must be trained to undertake these tasks just as the teacher must be trained to effectively utilize this additional resource person. The Pre-Service program, which emphasizes a joint educational experience for aides and teachers, lays the groundwork for the team approach. Both teachers and teacher-aides gain experience working as members of a team, sharing, planning, and implementing responsibilities. The teacher as the leader of the team becomes more aware of the aide's ability to undertake various tasks and becomes more comfortable about delegating responsibilities to the aide.[62]

---

[60] Ibid., pp. 13-15.

[61] Ibid., p. 11.

[62] Ibid. p. 31.

A Model Program for the Associate Degree for Teacher Associates

During the early months of the 1968-1969 school year, the professional staff at Morehead State University developed guidelines for a two-year curriculum to train teacher-aides. In February of 1968, the new program was submitted to the administrative staff as a program proposal for the newly organized community college at the University. The "Two-year Program for Teacher Aides" has been approved and it appears in the 1968-1969 edition of the Morehead State University Catalog. Only six of the sixty-eight hours that make up the program are new course offerings. All other course work has been selected from existing courses offered in the five schools that comprise the University. The model program is reported on Page 54.

Since the program was officially adopted in February of 1968, the following considerations have been studied as recommendations for the improvement of the program:

Recommendation for Additional Credit in Practicum:

The recommendation to provide additional credit in practicum on an elective basis has been suggested by Dr. Garda Bowman of the Bank Street College of Education in New York City. In reviewing the model program, Dr. Bowman maintained that four hours of practicum in a sixty-eight hour program do not balance in terms of the needs of the trainees. Therefore, a new proposal for elective credit in practicum is being studied which would give trainees an opportunity to take a practicum course relevant to a specific job assignment, such as teacher-aide, library-aide, or an aide to the special reading teacher. The course would be designed in order to be adaptable to two-week workshops that may be conducted for auxiliaries either on or off campus.

APPROVED COURSES
FOR
TWO-YEAR PROGRAM FOR TEACHER AIDES
(Associate Degree for Teacher Associate)

First Semester:	Freshman Year	Credit
English 101	Writing and Speaking I	3 Hours
Physical Education	Activity Course	1 "
Science 103	Introduction to Physical Science	3 "
Psychology 153	General Psychology	3 "
Speech 110	Basic Speech	3 "
Health 150	Personal Health	2 "
	Military Science (Men) or Elective (Women)	2 "
		17 Hours

Second Semester:		
English 102	Writing and Speaking II	3 Hours
Physical Education	Activity Course	1 "
Science 105	Introduction to Biological Science	3 "
Sociology 205	Social Institutions	3 "
Music 100	Rudiments of Music	2 "
Business 211	Beginning Typewriting	2 "
Education 100	Orientation in Education	1 "
	Military Science (Men) or Elective (Women)	2 "
		17 Hours

First Semester:	Sophomore Year	
Education 210	Human Growth and Development I	3 Hours
Business 237	Secretarial Skills	3 "
*Education 212	Preparation and Utilization or Instructional Materials	3 "
Art 121	School Art I	2 "
Industrial Arts 222	General Crafts	2 "
*Education 250	Practicum I	2 "
	Military Science (Men) or Elective (Women)	2 "
		17 Hours

Second Semester:		
Education 326	Teaching of Reading	3 Hours
Mathematics 231	Basic Mathematics	3 "
Physical Education 300	Physical Education in the Elementary School	2 "
Economics 201	Principles of Economics	3 "
Health 203	First Aid and Safety	2 "
Education 251	Practicum II	2 "
	Military Science (Men) or Elective (Women)	2 "
		17 Hours
		68

*New Course Offerings

BREAKDOWN BY SCHOOLS

School		Two-Year Program	Total
Humanities		13 Hours	
Applied Science and Technology		7 "	
Science and Mathematics		9 "	
Social Sciences		6 "	
Education:			
Physical Education and Health..........	8 Hours		
Psychology............................	6 "		
Professional Education................	11 "	25 "	
		—	60*

*Eight hours of Military Science or Electives also required

Recommendation for Audit Provisions:

The courses included in the teacher-aide curriculum have been selected because of their application to the total preparation of the trainees; namely, human growth and development, remedial skills for the trainees, and work skills for job assignments. While the content of the various courses is pertinent to the training program, some trainees may not qualify for college credit, or for other reasons they may not wish to attempt college work, so audit provisions are being studied for possible implementation into the program.

Some trainees may have been removed from formal education for several years and would appreciate a trail enrollment in college classes. To accommodate these persons, it has been suggested that they be permitted to enroll as audit students, but if they complete all of the course work satisfactorily, they could transfer from the audit status to that of a regular student. The transfer from audit status would have to be effected prior to the final examination period and the provision for transfer would be honored only in the trainees' first enrollment at the University. Trainees, who did not choose to do college work for credit, could continue in the program as enrollees in the occupational curriculum.

Recommendation for Graduate Course on the Supervision of School Auxiliaries:

It is increasingly apparent that any training program for auxiliary personnel, such as teacher-aides, must include provisions for the orientation of professionals in the proper utilization of their services. Therefore, it has been recommended that Morehead State University approve a graduate course primarily to provide credit for teachers and administrators who participate in summer training programs or workshops where attention is focused on the utilization of auxiliaries in the schools.

Recommendation on Common Terminology:

It is recommended that aides be considered as those persons who are at the entry level of the career ladder, such as teacher-aides, library-aides, and counselor-aides. Persons who have moved upward on the ladder through experience and advanced training may be referred to as assistants. To earn the title of associate, the auxiliary would be expected to have at least two years of training in a two-year or four-year college. In rural areas of America, it has been common practice to refer to all auxiliaries as teacher-aides even though they may be assigned to tasks not relating to teachers' responsibilities.

Recommended List of Electives:

Women, who enter the training program, have opportunities for choosing elective credits. The following courses have been suggested as college work that will be of greatest benefit to them as they complete the total number of hours required.

Course	Description	Hours Credit
Art 102	Creative Art	1
Business 101	Business Arithmetic	3
Business 221	Business Communication	3
Business 236	Clerical Office Machines	2
Earth Science 100	Physical Geology	3
Earth Science 101	Historical Geology	3
Education 150(If Approved)	Individualized Practicum for Teacher-Aides	2
Education 280	Problems in Rural Education	3
Education 320	Improvement of Instruction in the Elementary School	3
Fine Arts 160	Appreciation of the Fine Arts	3
Geography 100	Fundamentals of Geography	3
Health 300	Health in the Elementary Schools	2
History 131	History of Civilization	3
History 231	Modern Europe 1500-1815	3
History 241	U. S. of America 1492-1865	3
Home Economics 101	Personal and Family Living	3
Home Economics 141	Clothing Design and Construction	3
Library Science 227	Literature and Materials for Children	3
Literature 202	Introduction of Literature	3
Mathematics 232	Basic Mathematics II	3
Music 221	Music for the Elementary Teacher	2
Philosophy 200	Introduction to Philosophy	3
Physical Education 105	Conditioning	1
Physical Education 120	Basic Rhythms	1

RECOMMENDED LIST OF ELECTIVES
(Continued)

Course	Description	Hours Credit
Physical Education 123	Folk and Square Dance	1
Physical Education 122	Social Dance	1
Physical Education 308 W	Team Sports I	2
Political Science 241	Government of United States	3
Political Science 242	State and Local Governments	3

Miscellaneous Recommendations:

1. The Associate Degree Program for Teacher-Aides shall be reviewed periodically with a committee selected from the school personnel served by Morehead State University.

2. A trainee, who qualifies for college work at the time of his first enrollment, may transfer all of his earned credits toward the four-year program for elementary education majors providing his elective credits are approved in advanced.

3. Although the program outlined is primarily designed for auxiliaries assigned to the elementary schools, adjustments shall be made to allow for training of auxiliary personnel for secondary schools.

4. Opportunities for extension and correspondence work will be made available to the persons who enroll in either program.

Pre-Service and In-Service Training Conducted in the Local Schools

Training programs in the local schools should be structured to meet the unique needs of the local school system that is sponsoring the training program even though consultants may be obtained from sources outside the school district, such as from the local community college. The topics to be covered and the procedures to be followed should be determined by the local education agency and should be controlled by the number of training sessions and by the placement of the sessions in the pre-service and/or the in-service phase of training. It should be noted that one or two day workshops conducted by consultants from outside-the-school are usually too general in content, do not involve teachers, and are not related to the continuous in-service training of the persons involved in the workshops.

Suitability of Training Materials

Properly prepared training materials will greatly enhance program effectiveness at both pre-service and in-service training levels. Out of the Morehead demonstration training program came a group of guidelines for developing such materials:

1. The materials prepared for trainees should reflect a level of understanding that correlates with the general educational background of the aides.
2. The materials should relate to the specific needs of the trainees in their geographical location, whether employed in a rural or urban setting.
3. The materials should be relevant to teacher-aide trainees, regardless of their economic or cultural backgrounds.
4. The materials used should assure the mastery of every lesson or topic before moving on to a new topic.
5. The materials should be self-explanatory and capable of use in individual and small group situations.
6. The materials and situations used in the training program should involve actual laboratory experiences or should simulate actual conditions in which teacher-aides are normally assigned.

Training Teacher-Aides at Hanford

Under the supervision of Roland Attebery and Beverly Gibson, a thirty-hour concentrated training program was conducted for the aide trainees in the Kings County Schools of California. Attebery and Gibson reported:

> Its content covered specific activities and skills, which would help the teacher and his pupils, including techniques of classroom housekeeping, bulletin board displays, use of flannel boards, games and activities appropriate to the class level, and so forth. Instruction was also given in the areas of child growth and development, backgrounds and differences of educationally disadvantaged children, and acceptable techniques of discipline and control. Finally, the course offered orientation to district employment prerequisites, professional ethics and attitudes, and personal relations with the teacher, administrators, and other school employees. Other requirements for school staff employees, such as punctuality, appropriate dress, and cooperativeness were also reviewed.[63]

Training Teacher-Aides in Altoona

In 1966, the Altoona, Pennsylvania, schools initiated a one-year program of on-the-job training for forty teacher-aide trainees. John J. Bannick[64] reported that on the successful completion of the training program, the aides were to be employed on a permanent basic. The candidates were to be rated on a five-point scale of poise, personality, use of English, training and skills, and appearance. The school district stated performance requirements for teacher-aides as follows:

> 1. Set up and operate audio-visual equipment...; prepare overhead projection transparencies, materials for opaque projection, tapes for classroom and project use, etc..., and related instructional materials used in classroom instruction.
> 2. Perform clerical duties related to classroom instruction including preparing instructional materials under the direct supervision

---

[63] Roland Attebery and Beverly Gibson, "Training Teacher Aides at Hanford," California Education, Vol. 3, No. 10, June, 1966, p. 11.

[64] John J. Bannick, "How to Train and Use Teacher Aides," Phi Delta Kappan, Vol. 48, October, 1966, p. 61.

> of professional staff; maintaining pupils' attendance and achievement records; maintaining the proper level and distribution of classroom supplies, texts.
>
> 3. Supervise study halls, proctor tests, maintain proper discipline...; proctor large-group instruction classes under direct supervision....
>
> 4. Take direction and supervision and maintain a high level of behavior.
>
> 5. Be prepared to stand for long periods of time...; to use both hands, move and lift up to 40 pounds...; to try to preserve good mental health, together with the ability to maintain calm, mature attitude toward students; and to be alert and action-oriented individuals.[65]

Training Auxiliary School Personnel for the Elliott County Schools in Kentucky

The training program for auxiliary personnel in the Elliott County Schools was undertaken primarily to supplement the efforts of the professional staff to develop a model teacher-aide program in the Lakeside Elementary School in that district. The concept of a model teacher-aide program was the outgrowth of the professional staff's exploratory study toward the implementation of an innovative instructional program which was financed by Title III Funds of the E. S. E. A. that were secured through the Eastern Kentucky Educational Development Corporation.

The two weeks of summer training for teachers and teacher-aides in Elliott County did not include provisions for a practicum since their schools were not in session. As a follow-up to the training program, however, several seminars were arranged as part of the on-the-job training during the first semester of their employment. Of the total of sixty hours included in the training program, forty hours were devoted to sessions in which teachers and teacher-aides attended together; while during the remaining twenty hours, the teachers met as one group and the teacher-aides met as another group.

---

[65] Ibid.

The following topics were discussed during the two weeks of training:

1. Human growth and development of school-age children
2. Team approach--working relationships between teachers and teacher-aides
3. Role definitions and job descriptions
4. Experiences in writing in manuscript and cursive forms
5. Suggestions for individual improvement by teacher-aides in dress, etiquette, reading, mathematics, speech, English, and confidence.
6. Identification of possible teacher-aides' problems
7. Desirable characteristics for teacher-aides
8. Preparing bulletin boards
9. Utilization of audio-visual aids in teaching
10. Introduction to reading instruction
11. Role of teacher-aides in monitorial duties
12. Health and safety in the schools
13. Preparing, scoring and recording scores of objective-type tests
14. Understanding the role of the teacher
15. Working with small groups of children or with children individually
16. Teacher-aides' role in helping children with remedial drill work
17. Teacher-aides as a role model for children
18. Review of activities that should be assigned to children
19. Learning how to tell a story and pronounce spelling words
20. Preparation of duplicated materials
21. Introduction to instruction in mathematics
22. Duties and responsibilities that remain with the teachers
23. Effective home-school relations and the role of teacher-aides in public relations
24. Maintaining and operating clerical and audio-visual equipment
25. Career development for auxiliary personnel in education
26. Understanding of learners in Elliott County Schools
27. Planning for the opening of the schools in the fall

A Cooperative Training Program Proposal Between Two County School Districts and Morehead State University

For the 1968-1969 school year, a proposal has been formulated between two county school systems in Kentucky and the Morehead State University to develop a 21 week training program for the auxiliary school personnel in the two county school systems. The two county school districts have been identified tentatively as Clay and Pulaski Counties which are located in the respective cities of Manchester and Somerset, Kentucky.

As tentatively planned, the professional staff at Morehead State University will develop 20 correspondence-type lessons that will be presented to the professional staffs of the two county schools for review purposes and recommendations for change. The lessons will then be revised if necessary, duplicated and distributed to the teacher-aides trainees as formal assignments. At this time, it has not been decided whether or not University credit will be given for the satisfactory completion of the 20-lesson course.

The first three lessons of the program will be devoted to human growth and development of children, the team approach concept to teaching-learning processes, and the career development of auxiliary personnel in education. The professional personnel in the two county schools will determine the topics of the remaining seventeen lessons.

To supplement the lessons, consultants from Morehead State University will visit the school districts on a biweekly basis at which time observations of teacher-aides in action will be conducted. In follow-up seminars, reactions to the observations will be presented along with a review of the correspondence lessons that the teacher-aides had previously completed. During the seminars, the teachers and teacher-aides will have ample opportunity to raise other questions.

The first visitation by the consultants will be used to administer a variety of testing instruments which will serve a dual role of providing bases for evaluating the training program and for determining the present capabilities of the teacher-aides in order to direct them into programmed materials that they may use individually to improve their basic skills, such as in mathematics and reading.

Illustrative Outline for Planning a Training Program

When called upon for consultant services in training programs for auxiliary personnel in education, the professional staff at Morehead State University works with the school personnel involved to complete information outlined below. In this manner, the training program is structured to meet their needs. Even though the services of outside consultants are not obtained, personnel of local education agencies should develop some type of outline plan for their training program to assure the success of their efforts and expenditures.

I. Introductory statements, such as the involvement of the community and administrative support; general procedures and number of sessions; and the employment of consultants and/or other persons responsible for the training.

II. Development of the purposes of the training program and the roles of the director, teachers, pupils, trainees, lay persons, administration, and consultants if employed.

III. Listing of training topics and designating them as part of the in-service or the pre-service training program.

IV. If program begins with pre-service training, procedures to follow in recruiting and selecting trainees. If program begins with in-service, procedures to evaluate auxiliaries already employed.

V. Provisions for testing trainees for the purpose of recommending programmed materials for individualized study, such as in the areas of reading, mathematics, English, dress, and speech.

VI. Time schedule for the training program.

VII. Provisions for planning the content of each training session:

  A. Description of session
  B. Purposes of session
  C. Specific assignments for personnel involved
  D. Materials needed in the session
  E. Procedural outline of session
  F. Suggested follow-up activities for trainees
  G. Closure of session with plans for evaluation

VIII. Evaluation Procedures.

Selection of Topics for a Training Program

The final selection of topics to be included in the training program for auxiliary personnel in education should be determined after a thorough review of local needs, an investigation of training programs that have been conducted in other school systems, and from reports or visitations to other school systems where teacher-aides are employed. A review of the current literature, however, indicates the desirability of including the following topics in every training program even though it may be a one-day workshop: (1) Human Growth and Development of Children, (2) The Team Approach to the Teaching-Learning Processes, and (3) Career Development of Auxiliary Personnel in Education.

The following topics that may be included in a training program for auxiliary personnel in education are listed for illustrative purposes only:

1. Manuscript writing
2. Working relationships between teachers and auxiliaries
3. Interpreting school objectives, functions, and practices to parents
4. Desirable characteristics for auxiliaries; namely, honest, cooperative, promptness, reliable, neatness in work and dress, does more than is required, always does the best job possible, patient, sensitive, and a confidant.
5. Introduction to clerical skills
6. Telephone etiquette
7. Introduction to teaching-learning processes
8. Introduction to reading instruction
9. Introduction to arithmetic instruction
10. Understanding of pedagogical terminology
11. Review of activites that should be reserved for children; e. g. watering the plants, keeping paper picked up from the floor, and feeding the goldfish
12. Roles of auxiliaries in helping children with remedial drill work
13. The roles of the auxiliaries in programmed instruction
14. Working with children in small groups or individually
15. Learning how to tell a story
16. Learning about how to use the library
17. Audio-visual technician
18. Human relationships
19. Preparing bulletin boards

20. Preparing spirit duplicating masters and mimeograph stencils
21. How to conduct a home visitation
22. Health and safety in the school
23. Monitorial duties
24. Tending to room ventilation, temperature, and lighting
25. Recording test scores and grades
26. Checking objective type tests
27. Legal status of auxiliaries
28. Taking over for teachers
29. Duties and responsibilities that remain with teachers
30. Standardized testing
31. Recruitment and selection of auxiliaries
32. Outline for individual improvement in etiquette, dress, reading, mathematics, English, and speech
33. Total learning environment of children: Home, school and community
34. Adult model for pupils
35. Adult representative from same environment as pupils
36. Effective planning of the auxiliaries' time
37. Role definition
38. Information on our class society
39. Understanding group dynamics
40. Self-analysis
41. Effective home-school relationships
42. Supporting the teacher in her interactions with parents and pupils
43. Understanding the role of the teacher in the American society
44. Discovering whether the auxiliaries like children

Recommended for all training programs:

45. Human growth and development of children
46. Team approach to the teaching-learning processes
47. Human growth and development of children

SUMMARY

Because of the primary dependence upon the federal government to finance the employment of auxiliary personnel in education for rural schools, their utilization has been viewed to a great extent as temporary assistance to the professional staff. Consequently, the new positions in the schools have had a lacklustrous appeal to persons seeking job security. In many rural schools, a high rate of turnover in auxiliary personnel results from uncertainty emanating from year-to-year planning. Until employment stability is assured through long-range commitments, the career development of auxiliary personnel in education will never be realizied.

If in the future, auxiliary personnel in education are not retained in rural schools, it is extremely doubtful that they will emerge again in this century even though auxiliaries eventually become a vital part of the educational staff in every urban school in the nation. Since auxiliaries are employed primarily to supplement the efforts of the professional staff, it is the responsibility of teachers and principals to demonstrate to school patrons that the educational opportunities for children are being improved by their employment. The professional staff is challenged, then, with the task of integrating their new partners into the school setting in a manner that permits auxiliaries to achieve an indispensable and permanent status.

A Report on the Teacher-Aide Program in Eastern Kentucky

Milan B. Dady and George W. Denemark*

Introduction

The Morehead State University Teacher-Aide Program is a two year training and demonstration project designed to prepare and assess the utilization of teacher aides in eastern Kentucky. The project, funded under a grant from the Office of Economic Opportunity is one of sixteen auxiliary school personnel programs that have been coordinated and evaluated in a larger study being conducted by the Bank Street College of Education, also under OEO auspices.

The material which follows describes a) the training program for a group of aides and teachers to whom aides were to be assigned, b) the functioning of a sampling of the teacher aides in three Kentucky counties, and c) concludes with some general observations by the project staff and consultant regarding the utilization of auxiliary personnel in elementary school classrooms.

The Training Program

During the summer of 1967 fifteen classroom teachers and thirty-seven teacher-aide trainees participated in a six week training session held on the campus of Morehead State University in Morehead, Kentucky. The session extended from June 21 to August 1 and included participants selected from four counties in eastern Kentucky: Pike, Breathitt, Fleming, and Johnson.

The training program was designed to prepare persons from low income families to assume teacher-aide positions in shcools near their homes. Trainees underwent a thorough orientation program focused upon the duties and responsibilities of teacher aides, the nature and needs of elementary age children and the roles which teachers perform in our public elementary schools.

---

*Dr. Dady, a Professor of Education at Morehead State University, Morehead, Kentucky, is Director of the Teacher-Aide Demonstration Training Program at Morehead. Dr. Denemark, Dean of the College of Education at the University of Kentucky, Lexington, served as consultant-observer to the project.

The training session activities provided in the summer program may be summarized as follows.

1. Otis Test and Davis Reading Test administered to aide-trainees
2. College Qualifying Test administered to teacher-aide trainees
3. Completion of attitude checksheet
4. Tour of library facilities at Morehead State University
5. Field trip to Lexington to visit school plants designed to foster individualized instruction and utilization of teaching teams
6. Organizing for instruction in the elementary school
7. New dimensions in education resulting from the utilization of teacher aides
8. Exploration of the role of the teacher aide in the instructional process
9. Duties of the teacher aide in classroom management
10. The legal status of teacher aides---address by Dr. Sidney Simandle, Director of Teacher Education and Certification, Kentucky State Department of Education
11. Address by Dr. Harold Howe, United States Commissioner of Education
12. Address by Congressman Carl Perkins
13. Statistics on education in Kentucky
14. Who is an educated person?
15. Basic concepts of human growth and learning.
16. Child growth and development concepts---physical and motor development, intellectual, and emotional growth
17. Characteristics of children of elementary age
18. Recognizing creative, talented, and gifted children in the classroom
19. Helping pupils meet basic needs in the classroom
20. Social processes in the classroom
21. The curriculum area of mathematics
22. Introduction to computer assisted instruction in mathematics---(continued throughout the summer training program)
23. Orientation to the terminology used in the reading curriculum area
24. Introduction to the reading processes
25. Introduction to the SRA Reading Laboratory---(trainees involved in daily lessons on an individual basis)
26. Introduction to the programmed book on English--(trainees continuing in self-directed study)
27. Teaching demonstrations in mathematics and reading areas
28. Videotape and practice sessions on manuscript writing
29. The use of audio-visual aids in teaching
30. Laboratory sessions for teachers and teacher-aide trainees focusing on instructional materials preparation and use
31. Use of color in teaching---what teacher aides should know about color harmony and contrast

32. The role of the teacher aide in promoting good health safety
33. Teacher-aide and teacher relationships as they influence classroom effectiveness
34. Tips for the teacher in working with teacher-aides
35. Understanding problems of teacher-aides
36. Constructive criticism and good human relationships in discussion
37. How to profit from criticism and evaluation of efforts
38. Teachers and teacher-aides as community leaders on school matters
39. Practicum at Rowan County Schools
40. Videotaping of panel discussion summarizing the six weeks of summer training
41. Film showing of the following:
    1. Elementary School Children--Each Child is Different
       Discovering Individual Differences
    2. Effective Learning in the Elementary School
    3. Motivating the Class
    4. Bulletin Boards--An Effective Teaching Device
    5. A Desk for Billie
    6. Fundamental Skills in a Unit of Work
    7. Lettering Instructional Materials
    8. School Courtesy
    9. Lessons in Living
    10. Making Learning More Meaningful
    11. Mike Makes His Mark
    12. School Board in Action
    13. School Rules: How They Help Us.
    14. Teaching
    15. Schoolhouse in the Red
    16. Fight for Better Schools
    17. Individualized Reading Instruction
    18. They All Learned to Read
    19. School--The Child's Community
    20. Journey in Health
    21. Heredity and Environment
    22. Playground Safety
    23. Primary Safety: In the School Building
    24. School and the Community
    25. Our Teacher
    26. School in Centerville

Formal classroom work was first arranged in two groups with teachers meeting as one unit and teacher-aide trainees meeting as the other. In the first weeks, however, there were several informal sessions where all of the participants met together. When the practicum began, the teacher and teacher-aide trainee participants were integrated and again placed into two groups: For the first two-hour block, one group was assigned to the University classroom and the other group was involved in the practicum at Rowan County. For the succeeding two-hour block, the groups were reversed. The experience of the summer seemed to support both types of grouping. Some kinds of objectives seemed to be directly focused upon teacher-aides while others treated the roles of teachers in working with aides. It is clear, however, that adequate time for interaction between teachers and aide trainees was of central importance to the success of the program.

The practicum for the teacher aide trainees was provided in the summer school program of the Morehead Elementary School, a part of the Rowan County, Kentucky School System. Funding of the Rowan County summer school program was provided by the United States Office of Education while, as noted earlier, the Office of Economic Opportunity supported the Morehead State University training program. USOE Commissioner Howe on a visit to the program spoke most favorably of the project for integrating these two federal programs.

During the three weeks of the practicum the teacher-aide trainees, with guidance from the teachers in the program, participated in the same types of duties that are normally assigned to teacher aides in eastern Kentucky. The experience included working with small groups of children under the close supervision of a regular classroom teacher.

In their roles as resource persons in the laboratory sessions that were provided the teacher-aide trainees, the certified teachers reflected growth in their confidence to assume a required leadership position essential to proper utilization of the teacher-aide trainees of the teacher-aide trainees when they became full-time employees of local school districts. Prior to the summer session, many of the teachers had not been enrolled in a college class since receiving a baccalaureate degree, but many of the teachers expressed an intent to continue their graduate work now that the impetus had been proveded.

A second phase of the training program was a one day workshop held in each of the county centers prior to the opening of schools in September. Staff assessments of these workshops assigned them poor ratings, largely in terms of the lack of congruence between the expectations for the aides' work assignments as vieved by local school personnel and those established in the summer training program of the Morehead campus.

Evaluations of the Summer Training Program

Both staff and participants of the summer training program had many reactions to the experience. These would appear to be of real value in planning subsequent training sessions, either at Morehead State University or in other situations with comparable objectives and personnel.

Identified as things the teachers and aide trainees liked about the summer program were the following:

1. Workshop proved to be interesting, informative, and entertaining.
2. Problems shown in the movies are still in existence and made the aid-trainees and teachers aware of them.
3. Programmed materials were very helpful.
4. The program created interest in the teaching profession.
5. The practicum offered the training experience needed for the aide-trainees to practice what they learned.
6. The program stimulated self-improvement for both teacher participants and teacher-aide trainees.
7. Observing applications of the computer to classroom instruction was interesting and challenging.
8. The program helped the aide-trainees gain respect for other people.
9. The program showed various ways the aide-trainees could help the teachers.
10. Developing an understanding of the importance of teacher-pupil relationships was very helpful.
11. The program helped the participants gain a better understanding of children.
12. Participants experienced social and intellectual growth.
13. An understanding of the teacher-teacher-aide relationship was gained.
14. Participants learned the importance of having and using the latest teaching devices.
15. The basic principles involved in running a school system were discussed and were interesting.
16. Aide-trainees gained encouragement to continue their schooling.
17. Duties of teacher-aides were defined.
18. Aide-trainees gained a new feeling of independence.
19. Teachers now respect the aid's position.
20. Discussions in the group sessions were beneficial to the teachers and teacher-aides in understanding the problems that aides face.

Given an opportunity to suggest ways in which the training program could have been improved participants made these suggestions:

1. Day-to-day activities could have been planned more carefully.
2. More instruction on using audio-visual equipment should have been given.
3. Some of the participants should have been more cooperative.
4. Participants in the program should have been selected more carefully.

5. A set schedule should have been given the participants at the time the program began.
6. Principals should be informed of the events of the program: so they can help the aides during the year. They should be included in all in-service activities.
7. There should be someone in each school system to supervise the aides and to help them when necessary.
8. The practicum should afford the aide-trainees with more opportunities to work directly with children.
9. The participants should have a choice of classes to be offered for credit in the program.

The experience of the Morehead project Director and associate Director generated evaluative perceptions regarding the training program which ranged from the utilization of experienced teachers in the program to the utilization of programmed instruction designed to individualize training experiences for the aides.

1. Utilization of Professional Teachers

The involvement of a group of experienced professional teachers in the training program for teacher aides benefited the Morehead program in a number of ways. One was in providing a number of immediately available on-the-spot resource persons for a variety of training activities. A second was in helping to communicate among the aide-trainees a perception of the importance of the training program and its relevance to the classrooms in which they would soon be operating. A third benefit of teacher involvement in the summer training program lay in the understanding these teachers developed concerning the needs of teacher aides, what might be expected of these auxiliaries, and of how cooperative relationships with them might be established and maintained. With this knowledge the teachers were abled to return to their schools and assume leadership roles in the integration of teacher-aide services into the ongoing program of the school. The summer experience seemed to lend strong support to the value of involving teachers in training programs, both preservice and in-service, for teacher aides.

2. On-Campus Training

While many training experiences are best geared to the specific school and classroom in which the aide will work, it seems desirable that some part of the training for teacher-aides be conducted on a college campus. Also, during summer sessions, the trainees should be encouraged to reside on campus for a college campus provides a setting for cultural and social learnings which may be prerequisite to the teacher-aides' success. During their residence on campus in the summer of 1967, the Morehead teacher-aide trainees noticeably improved in their dress and manners as well as in their over-all confidence. The improvement in these areas promotes better adult models for the disadvantaged children in the schools the aides serve.

3. Adequate Structure in the Training Schedule

In planning the schedule for the summer training program at Morehead State University, it was felt that the structure should allow for flexibility which would permit time changes and alternatives for training activities. In the final evaluation session of the program, however, many trainees and teachers were critical of this approach. It is apparently more appropriate to develop a more tightly structured training program, whether it be pre-service or in-service. Then, as the participants grow in their ability to adjust to different situations, it may be desirable to deviate from planned activities.

4. Providing Manipulative Experiences

In the training of teacher-aides at Morehead State University, efforts were exerted to maintain a balance between classroom work and laboratory experiences. In laboratory sessions, aide-trainees were given opportunities to develop manipulative and manual skills that were needed on the job. One of the challenging experiences for the trainees was the computerized arithmetic instruction that was programmed at Stanford University. Using the teletype machine to relay their answers, the trainees were forced under pressure to supply their responses in a matter of seconds. This technique was instrumental in improving their arithmetic skills, but teacher-aide trainees also improved their coordination between manual manipulation and mental reaction. During the summer training session, the aide-trainees gained in confidence of their ability to do a good job and they exhibited more and more pride in exhibiting the outcomes of their efforts.

5. New Media and Individualized Techniques

During any training session for teacher-aides, new media techniques should be used extensively. A well-planned showing of films can provide the trainees with a rich background of information in a short space of time. A wide range of audio-visual materials should be utilized. Simulated experiences and role-playing situations provide realistic settings for the trainees. Programmed instruction in the areas of arithmetic, English and reading is essential to the success of the training program since it provides opportunities for the teacher-aides to improve through individual efforts.

6. Clarifying the Legal Status of Auxiliaries

During the summer training session, a representative of the State Department of Education outlined the legal status of teacher-aides in the schools of Kentucky. As a safeguard to all concerned, it is imperative that teacher-aides be oriented to their legal responsibilities. Also, it is wise for school administrators to acquaint teacher-aides with school board policies that affect them and the general operation of the classroom.

APPLICATION FORM FOR AUXILIARY SCHOOL PERSONNEL

Name in Full______________________________ Date________________

Address____

Social Security Number__________________Telephone Number____________

Personal Data: ____Miss ____Mrs. ____Mr.

Date of Birth____________________ Age____ Weight____ Height____
Month Day Year

Marital Status: ___Single ___Married ___Widow(er) ___Separated

Number of Children____ Ages: ____ ____ ____ ____ ____ ____ ____ ____ ____

Condition of your health during past year__________________________

____

Have you lost occupational time because of illness during past year?
____Yes ____No

If Yes, explain____

____

Complete the following information on your school-age children:

Name	Grade	School

Educational Background:

Check the item that indicates your educational achievements:

____8th Grade ____Some High School ____High School Diploma

____Some College Work Other College Work: ____One Year ____Two Years
____Three Years ____Four Years ____Degree

Write a brief report on your successes or failures in school____________

____

____

Use backside if additional space is needed

Work Experience:

Record of previous employment. List most recent first.

	Employer	Type of Work	Dates of Employment
1.			
2.			
3.			

Briefly describe experiences you have had in which children were involved, such as teaching a Sunday School class:

____

____

Can you Type? ____Yes ____No Give details:________________________

____

What type of employment are you requesting?________________________

____

Do you expect to work regularly? ____Yes ____No

How many hours per week can you work?______________Hours

Do you expect to be available for work during the entire school year?
____Yes ____No

List three people who can give a personal or business reference for you. Do not submit the name of a relative.

	Full Name	Complete Address	Telephone Number
1.			
2.			
3.			

Additional information you wish to submit:

AN EVALUATION FORM WITH WHICH TO EVALUATE AUXILIARY SCHOOL PERSONNEL

Name of Auxiliary____

Name of Evaluator____

Date of Evaluation_______________________________________

Purpose of Evaluation______________________________________

____

Quality	Rating		
	Excellent	Satisfactory	Needs Improvement
General Appearance			
Personality			
Attitude Toward Job			
Attitude Toward Children			
Ability to Help and Work With Teachers			
Enthusiasm			
Attendance			
Health			
Speech and English			
Clerical Skills			
Dependability			
Ability to Learn			
Judgment			
Overall Quality of Work			

A Brief Written Report by Evaluator:

TRAINING PROGRAM
ELLIOTT COUNTY SCHOOLS

TITLE III: TEACHER-AIDE PROJECT

Monday, August 12:

8:00-11:30	Teacher-Aides	Testing and orientation
12:00- 2:30	Teacher-Aides Teachers	Testing

Tuesday, August 13:

8:00-10:00	Teacher-Aides	Human growth and development of children
10:00-11:30	Teacher-Aides Teachers	Working relationships between teachers and teacher-aides
11:30-12:00		Lunch
12:00- 1:00	Teacher-Aides Teachers	Role definitions
1:00- 2:30	Teacher-Aides Teachers	Writing exercises in manuscript and cursive on chalkboard

Wednesday, August 14:

8:00-10:00	Teacher-Aides	Outline for individual improvement in dress, etiquette, reading, mathematics and English
10:00-11:30	Teacher-Aides Teachers	Identification and discussion of potential teacher-aides' problems
11:30-12:00		Lunch
12:00- 1:00	Teacher-Aides Teachers	Desirable characteristics for teacher-aides and teachers
1:00- 2:30	Teacher-Aides Teachers	Preparing bulletin boards

Thursday, August 15:

8:00-10:00	Teacher-Aides	Introduction to reading instruction
10:00-11:30	Teacher-Aides Teachers	Role of teacher-aides in monitorial duties
11:30-12:00		Lunch
12:00- 1:00	Teacher-Aides Teachers	Health and saftey in the schools
1:00- 2:30	Teacher-Aides Teachers	Preparing, scoring, and recording scores and grades of objective type tests

Friday, August 16:

8:00-10:00	Teacher-Aides	Introduction to instruction in mathematics
10:00-11:30	Teacher-Aides Teachers	Duties and responsibilities that remain with teachers
11:30-12:00		Lunch

Friday, August 16 (Continued):

12:00- 1:00	Teacher-Aides Teachers	Effective Home School Relationships
1:00- 2:30	Teacher-Aides Teachers	Maintaining and operating clerical and audio-visual equipment

Monday, August 19:

8:00-10:00	Teacher-Aides	Understanding the role of the teacher
10:00-11:30	Teacher-Aides Teachers	Working with children in small groups or individually
11:30-12:00		Lunch
12:00- 1:00	Teacher-Aides Teachers	Teacher-Aides' role in helping children with remedial work
1:00- 2:30	Teacher-Aides Teachers	Review of teacher-aide program in the Elliott County Schools

Tuesday, August 20:

8:00-10:00	Teacher-Aides	Teacher-aides as role models for pupils
10:00-11:30	Teacher-Aides Teachers	Review of activities that should be assigned to pupils
11:30-12:00		Lunch
12:00- 1:00	Teacher-Aides Teachers	Learning how to tell a story and pronounce spelling words
1:00- 2:30	Teacher-Aides Teachers	Preparation of duplicated materials

Wednesday, August 21:

8:00-10:00	Teacher-Aides	Career development
10:00-11:30	Teacher-Aides Teachers	Written evaluation of program
11:30-12:00		Lunch
12:00- 1:00	Teacher-Aides Teachers	Understanding of the learners in Elliott County
1:00- 2:30	Teacher-Aides Teachers	Planning for the opening of school

Other two days of training program were spent with special consultants in the areas of audio-visual equipment and reading.

SELECTED BIBLIOGRAPHY

"A Community Studies Teacher Aides," Overview, Vol. 1 (June, 1960), 77-8.

Alice, Sister Mary and Adma d'Heurle. "New Ventures in School Organization--The Ungraded School and Use of Teacher Aides," Elementary School Journal, Vol. 57 (February, 1957), 268-71.

Anderson, R.A. "Organization Character of Education: Staff and Utilization and Deployment," Review of Educational Research, Vol. 34 (October, 1964), 458-9.

Anderson, Robert H. Teaching in a World of Change, New York: Harcourt, Brace and World, 1966. Chapter 5, "The People Who Work With Teachers," 109-31.

Attebery, Roland and Gibson, Beverley. "Training Teacher Aides at Hanford," California Education, Vol. 3 (June, 1966), 11.

Beecher, George. "Educational Resources Project," School and Society, Vol. 85 (April, 1957), 130-1.

Boudreau, Sister Phyllis. "Teacher-Aides," National Catholic Education Association Bulletin, Vol. 64 (August, 1967) 148-52.

Bowman, Garda W. and Klopf, Gordon J. Auxiliary School Personnel: Their Roles, Training and Institutionalization, A Study conducted for the Office of Economic Opportunity, New York: Bank Street College of Education, October, 1966, 12 pp.

Branick, John J. "How to Train and Use Teacher Aides," Phi Delta Kappan, Vol. 48 (October, 1966), 61.

Brunner, Catherine. "A Lap to Sit On--and Much More!" Childhood Education, Vol. 43 (September, 1966), 20-23.

Cronin, Joseph M. "What's All This About 'Teacher Aides'?," California Journal of Secondary Education, Vol. 34 (November, 1959), 390-7.

Cutler, Marilyn H. "Teacher Aides Are Worth the Effort," The Nation's Schools, Vol. 73 (April, 1964), 67-9, 116,118.

Dady, Milan B. Auxiliary School Personnel Programs in Rural America, Morehead, Kentucky: Morehead State University, 1968. Mimeographed materials prepared for the Office of Economic Opportunity.

Davis, Donald A. "The Fennville Teacher Aids Experiment," Journal of Teacher Education, Vol. 13 (June, 1962), 189-90.

Dean, Stuart E. Elementary School Administration and Organization, U.S. Department of Health, Education, and Welfare, Office of Education, Bulletin 1960, No. 11, Washington, D.C.: Government Printing Office, 1960. Chapter 13, "Teacher Aides," 84-6.

Deason, John. "What They Say About Teacher-Aides," The School Executive, Vol. 77 (December, 1957), 59-60.

Denemark, George W. "The Teacher and His Staff," National Education Association Journal, Vol. 55 (December, 1966), 17-19.

Department of Classroom Teachers. The Classroom Teacher Speaks On His Supportive Staff, Washington, D.C.: National Education Association, 1967,36 pp.

Edelfelt, Roy A. "The Teacher and His Staff," New York State Education, Vol. 55 (October, 1967), 16-19.

Emmerling, Frank C., and Chavis, Kanawha. "Innovations in Education 'The Teacher Aide'," Educational Leadership, Vol. 24 (November, 1966), 175,177,179,181,183.

Esbensen, Thorwald. "Should Teacher Aides Be More Than Clerks?" Phi Delta Kappan, Vol. 47 (January, 1966), 237.

Eurich, Alvin C. "our Goal: Better Education for More Pupils," Educational Leadership, Vol. 14 (April, 1957), 430-4.

Foster, Robert E. "In Slow Gear. Volunteer Teacher Aides," Instructor, Vol. 74 (September, 1964), 37.

Granville, Leroy. "Local Women Work as Kindergarten Aides," The School Executive, Vol. 74 (June, 1955), 60-1.

Grayson, Jan. "Teacher Aide: Mother," Elementary School Journal, Vol. 62 (December, 1961), 134-38.

Hanson, Earl H. "Pros and Cons: Teacher Aide Utilization," American School Board Journal, Vol. 138 (April, 1959), 12.

Hardaway, Charles W. "Some Attitudes of Elementary Teachers Toward the Use of Teachers' Aides," Teachers College Journal, Vol. 28 (November, 1956), 20-2, 32.

Harding, A.C. "How Teacher Aides Feel About Their Jobs," National Education Association Journal, Vol. 56 (November, 1967), 17-19.

Heinemann, F.E. "Defining Duties of Aides," Minnesota Journal of Education, Vol. 44 (November, 1963), 19.

Holzman, Seymour. "Teacher Aides Have Wide-Range Responsibilities," Senior Scholastic, Vol. 91 (November 30, 1967), supplement 2 and 4.

Hoor, Marten T. "Before Us, the Deluge!," Liberal Education, Vol. 47 (October, 1961) 421-36.

Howell, Charles, E. "Teacher-Aides--Experiment of Expedient?," Education Digest, Vol. 22 (February, 1957), 16-17.

Hullfish, H. Gordon. "Uniting Forces to Improve Education," Educational Leadership, Vol. 14 (March, 1957), 381-3.

Johnson, William H. "Utilizing Teacher Aides," Clearing House, Vol. 42 (December, 1967), 229-33.

Klopf, Gordon J., and Bowman, Garda W. Teacher Education in a Social Contex, New York: Bank Street College of Education, 1966, 352 pp.

Kowitz, G.T. "Problems in Teacher Utilization," American School Board Journal, Vol. 138 (February, 1959), 24-6, 56.

Larsen, Roy E. "Crises Brings Opportunities," Instructor, Vol. 66 (October, 1956), 14.

Lilly, Dorothy B. "What to Do During a Coffee Break," School and Community, Vol. 47 (January, 1961), 12, 16.

Long, Helen H. "What Price Parent Participation?," National Elementary Principal, Vol. 37 (September, 1957), 132-8.

MacLennan, Beryce W. "New Careers as Human Service Aides," Children, Vol. 13 (September, 1966). 190-4.

Mark, Christine. "Parents Lighten the Load at Ohlones School," National Parent-Teacher, Vol. 51 (May, 1957), 32-4.

McGlothlin, Don C. "Three Remedies for the Teacher Shortage," American School Board Journal, Vol. 135 (December, 1957), 21-3.

"More Schools Recruit Nonprofessionals to Ease Load on Teachers," Virginia Journal of Education, Vol. 56 (April, 1963), 10, 38.

National Education Association, Research Division. "How the Profession Feels About Teacher Aides," National Education Association Journal, Vol. 56 (November, 1967), 16-17.

National Education Association, Commission on Teacher Education and Professional Standards. Teacher Aides at Work, Washington, D.C.: The Association, 1967, 32 pp.

National Education Association, Commission on Teacher Education and Professional Standards. Auxiliary School Personnel, Washington, D.C.: The Association, 1967, 20 pp.

National Education Association, American Association of School Administrators and Research Division. Teacher-Aides: Current Practices and Experiments, Educational Research Service Circular No. 5, 1960, Washington, D.C.: The Association, July, 1960, 31 pp.

National Education Association, Department of Classroom Teachers, Project Time to Teach. Innovations for Time to Teach, Washington, D.C.: The Association, 1966. "Paraprofessional Tasks," pp. 13-47.

Nelson, Gaylord. "Development of Teacher Aide Programs," Congressional Record, Vol.113 (January 30, 1967).

New England Education Assessment Project. Teacher Aides in the Classroom, Providence, Rhode Island: The Project, 1967, 12 pp.

Newcomer, Kenneth. "How Would You Like an Assistant Teacher?," School and Community, Vol. 50 (May, 1964), 23-24.

Olds, Robert. "Are Teacher Aides One Answer?," Ohio Schools, Vol. 34 (May, 1956), 11, 38.

Otterness, June, (ed.). "The Problems Page: Teacher-Aides in Minnesota," Minnesota Journal of Education, Vol. 44 (November, 1963), 20.

Park, Charles B. "Critics Jump the Gun on Teacher-Aide Research," The Nation's Schools, Vol. 58 (July, 1956), 60-2.

Park, Charles B. "The Teacher-Aide Plan," The Nation's Schools, Vol. 56 (July, 1955), 45-55.

Phillips, A.J. "Teacher-Aides: Until We Have All of the Facts, Lets Keep an Open Mind on the Subject!," Michigan Education Journal, Vol. 34 (September, 1956), 22.

Proposed New York State Guidelines for Career Development of Auxiliary Personnel in Education, New York: Mimeographed materials distributed by Bank Street College of Education, 1968.

Rioux, J. Williams. "Here Are 14 Ways to Use Nonteachers in Your School District," The Nation's Schools, Vol. 76 (December, 1965), 42.

Reissman, Frank. "Aim for the Moon," Ohio Schools, Vol. 44 (April, 1966), 20-24.

Rubow, Carol L. The Effectiveness of Three Training Methods for Teacher Aides Working in Pre-School Classrooms, Nashville, Tennessee: George Peabody College for Teachers, 1968, 11 pp.

Samter, Eugene C. "The Teacher-Aide--An Aid in Teaching?" New York State Education, Vol. 51 (October, 1963), 21.

Schauland, Mabel. "Workshop Trains Teacher Aides," Minnesota Journal of Education, Vol. 47 (February, 1967), 23.

Schrag, Peter. "Volunteers in the Classroom," McCall's, Vol. 95 (March, 1968), 4-5.

Shipp, Mary D. "Teacher Aide Survey," The National Elementary Principal, Vol. 56 (May, 1967), 30-33.

Simandle, Sidney, and Watts, David. "Let's Start With Auxiliary School Personnel," Kentucky School Journal, Vol. 45 (October, 1966), 19,30.

Stinnett, T.M. "A Master Teacher in Every Classroom," Educational Leadership, Vol. 14 (April, 1957), 435-40.

Thomson, Scott D. "The Emerging Role of the Teacher Aide," Clearing House, Vol. 37 (February, 1963), 326-30.

Weisz, Vera C. "Becoming Teacher Aides for Young Children," Childhood Education, Vol. 44 (January, 1968), 34-35.

Weisz, Vera C., and Butler, Helen J. "Training Teachers' Aides at Garland," Junior College Journal, Vol. 36 (April, 1966), 6-7.

Wayne County, New York. Suggested Model of a Preservice and Inservice Training and Employment Program for Auxiliary Personnel in Education and for Teachers With Whom They Will be Working, New York: Mimeographed materials distributed by Bank Street College of Education, 1968.

Woodbury, Roger M. "We Tap Our Human Resources," American School Board Journal, Vol. 135 (November, 1957), 33-4.

Weisz, Vera C. A Junior College Approach to Training Auxiliary Personnel in Education, Washington, D. C.: Office of Economic Opportunity, 1968, 66 pp.